DOCUMENT RESUME

ED 147 505 08 CE 013 459

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TITLE An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.
INSTITUTION Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS AGENCY Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.
PUB DATE 30 Jun 72
NOTE 151p.; For a related document see ED 062 517 (first year report) ; Best copy available

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS Demonstration Programs; Graduate Surveys; Higher Education; Inservice Programs; *Inservice Teacher Education; *Internship Programs; On the Job Training; Post Secondary Education; *Preservice Education; *Program Development; Program Evaluation; Program Guides; Undergraduate Study; Vocational Education; *Vocational Education Teachers; Work Experience Programs

ABSTRACT

The second year of a pilot internship program for the preservice and inservice professional development of vocational educators was undertaken to (1) provide potential leadership personnel on-the-job learning experiences, (2) provide relevant educational on-the-job experiences to vocational and technical education undergraduates at Colorado State University, (3) further test the value of an exchange program between vocational and technical education and employers, and (4) expand and revise the handbook of operational guidelines for professional internship programs which was developed during the first project year. The program involved recruiting interns, arranging for suitable internship situations, and then monitoring and coordinating the interns' field experiences. A follow-up evaluation survey was done of twenty-six interns who completed the program. Five implications of the study include (1) the internship can assist an individual in job placement, (2) many valuable experiences can be obtained through an internship that are not obtainable in the classroom, and (3) prior classroom instruction is important to those who seek experiences through an internship. It was concluded that the program has established the importance of the internship for both the preservice and inservice professional development of vocational educators. (The handbook of operational guidelines and a report of the follow-up evaluation study are appended.) (EM)

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ED147505

Director's Final Report

Grant Number: 2502

AN INTERNSHIP PROGRAM FOR THE TRAINING, EXCHANGE, AND TRANSITION OF VOCATIONAL EDUCATION AND BUSINESS, INDUSTRY, AGRICULTURAL, AND GOVERNMENT PERSONNEL

An Advanced Pilot Study

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 1, 1971 - June 30, 1972

Director: Dr. Milton E. Larson

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DEPARTMENT OF VOCATIONAL EDUCATION

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO

CE 013 459

This project was sponsored by the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education and supported by the United States Office of Education under the Education Professions Development Act.

PREFACE

This report is submitted upon the completion of the second year of the pilot internship project. The provisions of the agreement and the suggested procedures for reporting have been adhered to in preparing this report. Included in this report is the process followed, the results achieved, the revised "Guide for Professional Internship - Vocational Education," and the follow-up study of interns completing internships during the two years of the program.

The director desires to express appreciation to all who participated in this project either as interns or as sponsors of interns. He would like especially to recognize the support, interest and understanding of Dr. M. G. Hunt, Assistant State Director in Charge of Professional Development, Colorado State Board for Community Colleges and Occupational Education, and Muriel Tappman, Education Professions Development Section, United States Office of Education, Washington, D. C.

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I. INTRODUCTION

The objectives specifically identified for the second year of this pilot program were to:

1. Provide potential leadership personnel opportunities to learn through active participation in full-time on-the-job experiences in selected positions similar to the leadership positions they plan to assume upon completion of the educational program.

2. Provide more relevant teacher education for individuals enrolled on a baccalaureate degree program of vocational and technical education at Colorado State University through full-time, on-the-job experiences in their field of industry, business, or agriculture.

3. Further test the value of an exchange program between vocational and technical education on the one hand and industry, business, and agriculture on the other.

4. Expand and revise the handbook of operational guidelines (developed during the first year of the pilot internship program) to provide a more comprehensive tool for use in the operational aspects of professional internship programs.

Related goals included the desire to strengthen the tie with industry, business, and agriculture and to establish the importance of professional internships as a viable vehicle in both preservice and updating activities of vocational educational personnel.

II. OPERATION OF THE PROGRAM

A brief description of the operational aspects of the program are summarized in relation to the following functions and processes.

Planning

The planning activities of the second year of the project were greatly enhanced by the review and analysis of the activities and functions carried on during the first year. The director and the assistant director analyzed informally the input, process, product

and impact of the initial year of operation, modified the procedures to better achieve the objectives and involved the consulting committee in identifying ways to improve the program.

Participants

Fourteen individuals were selected and placed with cooperating sponsors in accordance with the original objectives of the project. One individual was placed for two quarters on a half-time basis. Another individual served two quarters of full-time internship with two different sponsors. One of these sponsors was an industrial firm while the other was an educational institution. Seven of the fourteen served internships in industry and business while the other seven served internships in new or expanded experiences in educational institutions. Of those interning in educational institutions, one interned in a vocational and technical school, two in comprehensive high schools, three in community colleges, one in a four-year college, and one in a university. While fourteen individuals served internships, one person interned both in an industrial firm and a community college.

Internship Personnel

The work of the internship project was carried on by the director, the assistant director and the secretary.

The planning, programming, supervisory and administrative functions were the responsibility of the director. The assistant director performed most of the coordination activities, and the revision of the forms used in connection with the coordination functions.

Orientation

Each intern was given orientation prior to engaging upon the internship experience.

Likewise the sponsor was provided with an informal orientation prior to and during the initial phases of each internship.

Due to the nature of the sponsors involvement in the project as well as the regular work of each sponsor, it was difficult to provide as comprehensive an orientation as was desired.

Many problems were eliminated or minimized through the original orientation and the continued coordination activities related to this aspect of the program.

Program Operation

The plan of operation as developed and used is covered more completely in the "Guide" (See appendix). The success of the program may be attributed to careful planning, considerable attention to detailed execution of the plan, and painstaking coordination efforts in working with the interns and the sponsors in the field.

Considerable time and effort is required to effectively recruit and identify potential interns, identify and secure suitable internship stations, work out the details of the arrangements and the agreement, and then monitor and coordinate the activities of the interns during their field experiences.

Individuals entering upon such a program must plan to devote many hours to program promotion, communications, and public relations. The challenge is great and the results are rewarding.

Evaluation

Close monitoring of the activities of the interns and their sponsors resulted in a process evaluation. The daily diary, mid-term and final evaluation reports of the interns and sponsors, as well as the coordination reports of the coordinators, provided immediate feed-back of the problems and achievements. This system worked very effectively.

A composite evaluation of all of the individual elements of the process were developed to assess the immediate impact of the internship in each case.

A follow-up study of the participants of the project was completed shortly after the end of the second year of the project. The results of this comprehensive study are given under "Follow-Up" with the detailed report of the study presented in the appendices.

Follow-up

Original concepts of the internship program provided that a follow-up study be made of the participants. Further, the study was conceived as comparing the participants' experiences and opinions subsequent to the internship with the original objectives of the program to determine if a positive relationship existed. This approach to evaluation was consistent with other studies and recommendations of persons knowledgeable of follow-up studies.

Initial procedures of the follow-up study were the review of pertinent literature and development of a questionnaire to learn of participants' experiences since their internship. The individuals

could also rate the value of the internship to those later experiences. This form was pilot tested, reviewed, and revised prior to mailing to the former interns.

Eighteen individuals had completed their internships by April 1, 1972. Nine more individuals completed internships by June 2, 1972. Immediately following the before mentioned dates, a questionnaire and cover letter was mailed to all individuals in each group. Illness of one of the interns resulted in one questionnaire not being returned. Analysis, therefore, includes only twenty-six of the twenty-seven interns.

Detailed analysis of the participants' responses to the questionnaire is contained in an in-depth study which is included as Appendix B of this report. Data in the study indicates the practices and procedures of the program have indeed been successful from the viewpoint of the former interns. Implications are strong that the objective of providing improved preparation for individuals seeking careers in vocational and technical education can be achieved through an internship.

Responses to the questionnaire indicate most of the participants remain in Colorado pursuing careers in thie field. Three have advanced to administrative or supervisory positions, jobs new to them. Five of the former interns accepted employment with the same firm, agency, or institution where they interned. This demonstrates that an internship can materially assist in improved training and provide "fruitful" exposure for the capable individual where an opportunity exists.

A sizable majority of the interns placed a high value on their experiences and opportunity. Most frequent statements were "more beneficial than expected", " extremely valuable and satisfying", and "gained new knowledge". In rating the value of the internship experiences to their involvements after the internship, the responses, by a large majority, indicated the experiences were related and valuable. Blending of theory and practice is noted when the former interns responded that from 50 percent to 75 percent of their experiences were NOT duplicated in the classroom. This all suggests that the internship procedure is timely and relevant and represents an improved method of preparation for the careers of the interns.

The individuals were also asked to predict future possibilities resulting from internship experiences. This included a possibility for a salary increase, an advancement of position, and increased performance. Again they answered with favorable expectations. The expected outcomes might not be realized, but it shows the participants consider the internship beneficial to their future by increasing their ability to achieve in their jobs.

A number of implications have resulted from this study. They are:

1. The internship can assist an individual in job placement where an opportunity exists.

2. Many valuable experiences can be obtained on-the-job through an internship that are not obtainable in the classroom.

3. Prior classroom instruction is important to those who seek experiences through an internship.

4. The internship method is timely and relevant training for those seeking careers in vocational and technical education.

5. Most internship participants place a high value on the experiences obtained by this method of training.

As a result of analyzing and interpreting the data and responses from the former interns, the following recommendations have resulted from the follow-up study:

1. An internship program should be instituted where possible by teacher training colleges and universities to supplement the education of graduate and undergraduate students.

2. Inservice teachers should be encouraged to use the internship method to receive further industrial or business on-the-job experience in the specialty.

3. Inservice teachers who aspire to careers in administration and supervision should utilize the internship method to explore the possibilities of this career.

4. Further approaches should be made to business and industry to enlist individuals who would enter full-time teaching as a career and thereby blend their work experiences with the teaching profession.

5. Further follow-up should be made at a later date of the participants of this program to measure the long-term effects of the concepts and practices of the program.

Conclusion

The second year of the internship project has definitely established the importance of this method of professional development for vocational educators both for preservice and inservice development. Most of the interns express in some way the idea that the experiences gained through the internships were invaluable, and could not have been secured as effectively or as realistically in any other way.

Internship programs for professional educators may constitute one of the best forms of educational renewal.

Internships may take many different forms. The investigator is definitely convinced that the following are all possible variations of this program:

a. Industry-education exchange programs.

b. Internships for individuals in a variety of educational institutions for those who have not previously taught.

c. Internships for teachers who need other kinds of experiences in educational institutions that will prepare them for greater educational leadership responsibilities.

d. Internships in industry, or business for individuals who need additional preservice or inservice experiences.

Internship programs can be planned to fit various time frames such as the full-time internship, half-time internship or other periods available. These may be extended over one or more quarters of the calendar year. The experiences of the pilot program seems to suggest that the full-time internship is definitely most desirable. The minimum time recommended is one quarter, (ten weeks).

Successful internship programs require a firm conviction on the part of the administration and coordination personnel that this is an effective method of education. Without a strong conviction, and much effort on the part of those assigned to such a program, the results may be doubtful.

Internships require much time, and effort. A maximum of twenty individuals for each full-time coordinator suggests the appropriate ratio for staffing.

The concept of professional internships is still so new that much effort is required to recruit interns and sponsors, provide orientation, coordination and evaluation, and build a viable program of internships.

If internships are to be stimulated, a plan of financial assistance to the intern as well as provision for credit are absolutely essential.

A minimum of five years will need to be provided in order to build an internship program into a significant and accepted method for in-service and preservice professional teacher education. While initially the investment in the program may seem high, the impact and outcome may prove this to be not only a highly effective method, but, also an economical one when all factors are duely assessed.

APPENDIX A

GUIDE FOR PROFESSIONAL INTERNSHIPS - VOCATIONAL EDUCATION

GUIDE FOR PROFESSIONAL INTERNSHIPS

VOCATIONAL EDUCATION

DR. MILTON E. LARSON — Project Director
and
RALPH H. GREEN — Project Assistant Director

COLORADO STATE UNIVERSITY — Department of Vocational Education

Fort Collins

1972

Developed as part of a project sponsored by the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education and supported by the United States Office of Education under the Education Professions Development Act.

FOREWARD

Internships for teachers of vocational and technical education while not a new innovation, is a recent development in this region. As a result of a proposal submitted to the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education, this concept became a reality. Appreciation is expressed to this Board and also to the Director of the Education Professions Development Act of The United States Office for supporting this concept.

One of the end-products of the internships is the revised GUIDE FOR PROFESSIONAL INTERNSHIPS -- VOCATIONAL EDUCATION. The original was developed in 1971. The practices evolved from the fundamental concepts expressed in the original proposal and from the suggestions of the Internship Consulting Committee and from the experience gained through the operation of this program. The original forms were developed to expedite the handling of the various functions essential to operation of the program. These have been improved as a result of the experiences gained during the initial program.

The comments of the interns and sponsors of the interns suggests that internships as a method of updating teachers and administrators of vocational and technical education is a value educational process without substitute in classroom situations. It also has merit for individuals wishing to test the vocational and technical teaching field as a transition occupation from industry, business, or agriculture.

A beginning has been made. There is much ground to be plowed before the internship approach becomes well-established among the repertoire of teacher training methodology. There is much merit in "learning by doing." This is especially true when the learning is part of a carefully planned and well coordinated program and the intern is working with a person who truly is a master in his (or her) own field.

Director: Dr. Milton E. Larson

Assistant Director: Ralph H. Green

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PART I

BASIC CONCEPTS

Part I of this guide presents the basic concepts of internship as identified through the literature and through the experiences in working with the interns, the sponsors, and the consulting committee.

In this section attention is given to the purpose, background, objectives, practices, and procedures essential to a successful program.

Purpose

It is the purpose of this guide to supply information to assist those interested in providing a teacher education internship program. Offered herein are many suggestions considered necessary for decision makers. Also included are practices which have been found applicable to internship programs for prospective teachers and administrators of vocational education.

Users of this guide should realize that not all possible situations can be foreseen by the writers. However, practices described are the result of actual field experience secured through placement and evaluation of interning students. The many participants of the internship program have placed high emphasis upon their opportunity to acquire knowledge not available to them in the classroom.

A properly conceived and executed internship program, including active coordination and follow-up by the sponsoring university, are key elements of a successful program. The program can be a significant stepping stone for the advancement of a qualified individual in his chosen field. It can at the same time provide the university with

"feed-back" to better analyze its own teacher education as well as allow full evaluation of the role of the internship in teacher training programs. Effective vocational teachers and administrators do not suddenly emerge: they are developed! An active internship program can be an efficient tool of the process.

Background

For thousands of years the art of craftsmanship and the process of teaching and learning of the crafts was a family affair conducted through the father-son relationship and the master-apprentice relationship. This highly developed system was brought to America by the early colonists. It continues even today, in many forms, to train skilled tradesmen for industry. However, as this nation entered the industrial age, the apprenticeship system was unable to supply the great numbers needed for industrial work.

Industries in many parts of the nation were forced to train their own workers to meet their requirements. Governments encouraged and assisted schools and institutions to train workers urgently needed for growing industry. Educators recognized, however, that the classroom could not always supplant the on-the-job experience to give the worker the education he needed. It had been found that sequential relationships must exist between the learning of concepts, the acquisition of thought and attitudes, and the mastery of skills, which will properly relate them in the training experience of the learner.

Early in the twentieth century a cooperative education plan was introduced in Cincinnati by Professor Herman Schneider who believed that

for college students "it is a good thing for a man to sweat his way to the truth." He called his plan "Cooperative Education" because it depended essentially on the cooperation of business and industry. The years since have seen the idea expanded to many colleges and secondary schools to train workers for the occupations. Government aid has been extended to encourage and expand this partnership between education on one hand and business and industry on the other. Students thus spend part-time in the classroom and part-time on-the-job in a planned and coordinated learning experience, all related to their field of study.

As the occupations have continued to expand and the need for the well trained professional has become evident, this principle of "learning by doing" has come to include the professional. This concept, the internship, has been used successfully for decades by the medical profession. Clarence A. Newell did much to further the use of the internship for development of professional educators as administrators and supervisors.[1] Programs at universities have continued to expand from his work. Daniel R. Davis, did much also, to develop the internship method in educational administration.[2] The National Association of

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[1]Clarence A. Newell, Handbook for Development of Internship Programs in Educational Administration (New York: Bureau of Publications, Teachers College, Columbia University, 1951.)

[2]Daniel R. Davis, The Internship in Educational Administration (Washington: The Center for Applied Research in Education, Inc., 1962.)

Secondary School Principals,[3] and the American Council on Education,[4] and others, have conducted extensive studies with administrative interns.

Interest is now being shown to extend the internship concept to vocational-technical teacher and administrative training. Rutgers, The State University, has developed the highly successful program, COPE, for the training of prospective vocational-technical education teachers.[5] Other programs are emerging to emphasize that in-service teachers and administrators need methods for keeping in step with rapidly changing technologies in business, industry, and agriculture. A deficient area which needs continual emphasis is closer alliance between the private sector and public education to strengthen mutual respect and improve communication.

New and changing technologies, differing practices, and the necessity for better qualified personnel demands that teacher preparation be timely and appropriate. An internship program, sponsored and coordinated by a teacher training institution respected in its field can in cooperation with business, industry, and other agencies do much to answer our national and individual needs in vocational-

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[3]National Association of Secondary School Principals Bulletin, A Report of the NASSP Administrative Internship Project, Number 333, January, 1969.

[4]John A. Creager, Goals and Achievements of the ACE Internship Program in Academic Education, (Washington: Office of Research, American Council on Education, 1971.)

[5]Albert J. Pautler and Charles J. Buzzell, Cooperative Educational Program for Prospective Vocational-Technical Education Teachers, (New Brunswick: Rutgers-The State University, 1968.)

technical education for adequately trained teachers and administrative personnel. Students and present educators need and deserve realistic and meaningful preparation for their dedicated role. Actual experience on a job typical to that for which the individual is training is vital and has been so recognized by recent legislation among the states and the federal government.

Professional Internship Objectives

Implementation of the program outlines in this guide can provide:

1. Fulltime field experience for one quarter or more for potential leadership personnel prior to assumption of responsibilities on an actual payroll job.
2. Updating experience for in-service teachers directly on the job.
3. Teaching experience for individuals from business, industry, agriculture, or government who desire to enter teaching.
4. Supplemented directed experiences for individuals needing focused programs.
5. Improved communication between professional vocational-technical educators and leaders of industry, business, and agriculture.

Consulting Committee

A functioning consulting committee is a tremendous asset to an internship program. Individuals should be selected to serve on this committee who are interested in internship education and who are thoroughly familiar with vocational and technical education. A balance of experience including both individuals from vocational education and

from the world of work is desirable. Each individual selected should be chosen for his expertise and his ability to contribute to the objectives of the program.

Five to nine members constitutes a workable committee size. During the initial period it is well to appoint each member for a one-year period. After the internship program is better established, it may be desirable to develop a permanent rotating plan of membership to insure continuity.

It is suggested that at least two meetings of the consulting committee be held each year with additional meetings called as needed. A planned agenda should be developed prior to each meeting involving the members actively in the concerns, practices, and policies relative to the internship program. It is, however, important to indicate that the role of the internship consulting committee is advisory rather than administrative.

The consulting committee can be a source of great assistance. It is wise to involve the internship consulting committee in many ways such as to:

1. React to concepts, practices, and policies proposed relative to the internship program.
2. Inform the committee relative to the scope of program proposed.
3. Discuss opportunities for placement of potential interns.
4. Review forms and methods used in coordinating the program.
5. Communicate to others in the community vital information concerning the program.

Foundation Policies

Basic decisions are necessary for any university seeking to implement a program of internship training. Fundamental is the belief that many meaningful experiences, necessary for the individual's full development in his chosen role, can most realistically be achieved outside the classroom in an on-the-job situation. If such is true, decisions must be made as to how the program will be administered; which department will offer the program; where necessary funds may be obtained for its administration, coordination, on-going and follow-up evaluation; possible stipend monies for intern participants; university credits to be made available for enrolled participants; liabilities incurred by the university when offering off-campus programs; determination of the steps necessary to attract interested participants, and making a survey of the possible agencies, institutions, businesses and industries willing to cooperate in the program.

Most agencies, institutions, businesses and industries are sympathetic to the internship method of training and are interested in cooperating with the university. It is incumbent then upon the university to actively pursue its chosen method by assuring adequate funds to implement the program and providing personnel assigned to the task with sufficient time to supervise, evaluate, and up-date practices to the benefit of the individuals involved.

Vital Practices

A. Information for potential interns - Experience has indicated, that although the University and the program director may

have high enthusiasm for the internship method of training, the uninformed potential intern may not share that enthusiasm. Strong, diligent efforts toward recruiting interns may be necessary and are typical of many vocational education programs. Information about the program and its objectives should be circulated widely among teachers and students in vocational education. Use of trade publications is encouraged in keeping with University policy. Handout material should be distributed at professional meetings and in university classrooms. University faculty should be made aware of the program so that they might recommend potential interns. Personal contact between the director and prospective intern is vital and necessary in most cases to explain details and give the prospect confidence in his (or her) decision to assume this training.

B. Applications - Once contacted, the potential intern should make application for the program to the program director. This application should give his name, address, present position, past experience, educational training, and reason for participating in the internship program. Provision should be made for inclusion of other data he deems pertinent.

C. Interviewing candidates - As soon as possible, the candidate should be interviewed by the program director. The director or a selection committee should examine the

candidate's personal qualifications, needs, and future aspirations as well as stated specific goals for the desired internship. Also, important considerations by the director should include the applicants ability in good human relations and his willingness to accept the role of a learner who can at the same time make a meaningful contribution to his supervisor.

D. Selecting interns - Once candidates have been interviewed, the director, or a selection committee, may select those deemed suitable for the internship experience and those who will benefit most from the internship. Besides the aforementioned qualities, further considerations might include:

   a. Interest in pursuing a higher level of educational competency.

   b. Previous background that will assure his entrance into teaching or administration and supervision following completion of the internship and/or formal education.

   c. A tendency to sympathize with new, rather than old ideas.

   d. Skill in self-motivation.

   e. Positive concern for developing new curriculum, revising curriculum, and improving evaluation in his subject area and all of vocational education.

The number of participants should be determined by the number of applicants, the size of the group that can be successfully administered by the director and his staff,

stipend funds that are available (if any), and the number of and distances to the cooperating internship stations.

E. Locating and selecting internship stations - Once the intern has been selected and his desired experiences determined, possible internship stations should be contacted. Much is incumbent upon the director and his staff to select a training station that will make the experiences meaningful to the intern. Desired goals can be given by the intern, but final selection should be made by the director. The director's knowledge about the training station may be paramount in determining the value of the placement and whether it will fulfill the needs of the intern. Guidelines for station selection might include:

1. A setting that allows the intern to identify current innovations and management of personnel.
2. A supervisor who is forward looking and successful in new approaches.
3. A supervisor interested in this type of training and willing to supervise the intern.
4. Top management which has approved and endorsed the program.
5. Interest is high enough in the program that future training can be conducted at this station.

Once the program has been explained to key personnel at the training station, a favorable response may be obtained. However, some situations might not be suitable, in which case an alternate station should be selected.

F. Developing training plans - Each intern should have broad guidelines for his training experience. This can best and most easily be determined by interviewing the potential supervisor in the presence of the intern and the director. The intern can state his goals and desires, and the supervisor can explain possible experiences he can provide within his organization. The director can thus formulate an educational assignment as a guide for the intern and his supervisor during the internship period. Provision should be included for experiences beneficial to the intern not foreseen at the time of the initial determination of the guidelines. An agreement should be formulated at the time of this interview to set forth the responsibilities of all parties of the internship. The agreement should be in keeping with the policies and practices of the supervising agency, institution, or industry and the sponsoring university.

G. Orientation: Intern and Sponsor - Prior to assuming on-the-job duties, the intern should be advised of his (or her) responsibilities as a professional even though

a learner. He is a representative of the university and must practice good human relations so essential to making this experience meaningful as well as building a climate to help those who might also intern later in a similar job. His orientation can best be accomplished at the same time with others who might be interning during the same period so that answers to questions may be shared by all.

Proper orientation of the supervisor is extremely important. He must realize his close and interested relationship for guiding the intern is a basic concern of the learning situation. It cannot succeed without this relationship. He should be aware of the intern's objectives and desired experiences. The supervisor should also know the qualifications of the intern so that the intern can contribute meaningfully to tasks to which he could be assigned.

H. Monitoring internship activities - A meaningful internship requires recording of daily and weekly activities that occur. The intern is best situated to monitor his own daily activities that contribute to his learning and accomplishments. He might also summarize his week's work with a description of a specific occurance he views as the most important. Reviewing this diary, the intern and the director can focus on important happenings, gain data for on-going evaluation of the planned activities,

and measure progress during the internship. The supervisor should also contribute to this process with his own weekly report on the intern's activities. As a measurement of the intern's progress and experience, it is advisable to prepare an instrument for completion at the middle and end of the internship by both the intern and his supervisor. This instrument, previously prepared and using direct questions requiring definite answers, can be used by the program director to obtain evaluation for measurement of the intern's accomplishment, educational growth, personal adjustment to the job requirements, and his practice in good human relations.

I. Coordination activities - Important is a bi-weekly visit by University personnel to the intern and his supervisor. The visit will indicate interest by the university in the intern's assignment and provide "feed-back" as to the intern's progress, interest, and ability to adapt to requirement of the job. Suggestions for changes and improvement can be made by the coordinator, and he can also ascertain if the plan has been properly developed and is being executed according to the original objectives of the intern. A very useful by-product of the internship is a seminar involving many interns who have just completed their experience. Since the intern is the most important element of the internship, he should be given the op-

portunity to express his opinions to assist the director to make necessary changes important to future internships.

J. Evaluation - A well conceived program must include means for determining the value of the internship experience to the intern. Reviewing forms prepared by the intern, his supervisor, and the coordinator, will reveal valuable information about the internship experience. The director can evaluate each report in terms of the intern's accomplishment, educational growth, personal adjustment to the job, and practice in good human relations. If each category is assigned a value on a scale of zero to five, it is possible to reduce the assessment to a number that can serve as a guide to the director, should a grade assignment be given to the intern. The supervisors should contribute in evaluating the internship. Comments should be solicited from the supervisors through personal discussion or written comments.

A follow-up study, instituted by the director and his staff (preferably a year or more after an intern is finished), can assist the director and the University in evaluating the program objectives. The role of the follow-up study should be to:

> Measure the effectiveness of the internship experience by relating the subsequent experiences of the intern to the experiences gained by the individual while serving as an intern.

Procedures should be implemented to:

1. Determine what relationship exists between the training station for the internship and the full-time position held by the intern following the internship or college graduation.

2. Determine if the internship provided experiences not duplicated in the classroom and if the experiences re-enforced classroom instruction.

3. Determine, if, as a result of the internship, the intern could foresee for himself a salary increase, promotion or advancement or increased performance, or perhaps all of these.

A follow-up questionnaire can be structured to monitor these outcomes, completed by the former intern, and returned to the director for analysis. Personal viewpoints should be requested from the intern. This information, when reviewed by the director can be of valuable assistance to the director and the University. The information can yield important data for implementing changes where necessary in the internship program and assist the University in measuring the effectiveness of its overall teacher education program.

Essential Elements for Successful Internships

1. A university administration sympathetic to off-campus training of students.

2. A university which enjoys respect for its training efforts among important persons within its working area.

3. Important key persons from diverse backgrounds who are willing to be active consulting committee members.

4. A program director who is:

   a. Knowledgeable of the requirements of vocational training.

b. Knowledgeable of experiences to be gained by interns at potential training stations.

c. Acquainted with key persons among agencies, institutions, industries, and businesses that are potential training stations.

d. A believer in the necessity of innovation and change in training and learning methods.

e. A stimulating influence on the people with whom he works.

5. Adequate source of funding to assure that vital practices may be successfully concluded for each participant.

6. Continual evaluation of practices so that changes can be made where necessary.

7. Clear statement of the objectives to be accomplished and of the methods used to assure completion of those objectives.

8. Proper orientation of the intern and his supervisor to assure:

   a. Intern's acceptance of his role as a learner, yet a contributor to a supervisor's tasks.

   b. Intern's respect for his supervisor and associates on the job.

   c. The supervisor's understanding of the intern's objectives and how this will contribute to the intern's learning.

   d. Adequate "feed-back" information by both the intern and his supervisor in order to evaluate the learning experience.

9. Coordination during internship with intern and sponsor.

10. Follow-up studies to evaluate the program in light of subsequent experiences of the intern.

Cautions

1. Consideration should be given to the liabilities incurred by the university for off-campus training.

2. Long distances that require extensive traveling to select training stations, to meet with prospective supervisors, and to make coordination visits will increase expenses and limit number of participating interns. Travel time and distance may be a limiting factor for interns also.

3. Personalities of the individuals involved should be considered. If possible conflicts might occur, it is better to select another station than risk this possibility which could cause damage to the program and to the learning experiences of the intern.

4. The supervisor and the intern each should be fully aware of the responsibility of both the intern and the sponsor as well as the role of each together to fulfill the purposes of the internship program.

5. Adequate University credit hours should be granted and compatible with the on-the-job time and University policies.

6. The intern's activities and study external to the internship should be limited for greatest concentration upon the internship experiences.

PART II

ILLUSTRATIVE FORMS

AND

INFORMATIONAL MATERIALS

Part II of this guide presents a number of exhibits illustrative of the materials developed in launching and operating the internship program during the initial year of operation and revised during the second year.

Some of the forms undoubtedly will be revised as the program continues to reflect changes or improve the communications value of the instrument.

EXHIBIT A

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

INVITATION TO APPLY TO PARTICIPATE

A pilot internship study has been approved by the State of Colorado in accordance with the State Professional Development Program and with the support of the United States Office of Education.

PARTICIPANT CLASSIFICATIONS: This proposal provides for four different pilot groups to participate in the study. These are:

A. GRADUATE STUDENTS - preparing for positions of leadership. Five will be selected.

B. UNDERGRADUATE STUDENTS - needing additional work experiences in industry, business, or agriculture. Four will be selected.

*C. VOCATIONAL TEACHERS - desiring updating experiences in industry, business, or agriculture. Two will be selected.

*D. POTENTIAL TEACHERS - from industry, business, or agriculture desiring to teach in vocational and/or technical education. Two will be selected.

* These may constitute an exchange program.

ACTIVITIES: An approved, coordinated, and supervised work internship program will be planned for individuals in accordance with the above classifications.

LENGTH OF INTERNSHIPS: Each internship will be planned for eleven weeks. As much as possible this will be scheduled to coincide with calendars established for individuals in participating institutions.

CREDITS: Six credits may be earned for successful completion of the internship.

A. Undergraduates may register for VE 295 (Industry Internship) or VE 495.
B. Graduate students may register for VE 795.

Participants will maintain a daily diary. Graduate students will also complete a brief professional paper.

STIPEND: A stipend of $825 will be provided for individuals who complete the eleven-week program.

APPLICATIONS: Complete the application form and return to:

DR. MILTON E. LARSON, PROFESSOR OF VOCATIONAL EDUCATION
DEPARTMENT OF VOCATIONAL EDUCATION, COLORADO STATE UNIVERSITY.
FORT COLLINS, COLORADO 80521

EXHIBIT B

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

DIRECTORY

INTERNSHIP CONSULTING COMMITTEE

Mike Hunt - Assistant Director, Professional Development
State Board for Community College and Occupational Ed.
207 State Services Building
Denver, Colorado 80203 Telephone: 892-3192

Donald R. Mankenberg - Dean, Occupational Studies
Denver Community College
1001 East 62nd Avenue
Denver, Colorado 80216 Telephone: 287-3311

Joe Roberts - Head, Distributive Education
Colorado State University
Fort Collins, Colorado 80521 Telephone: 491-5097

Walter Skowron - Director of Publications
Hewlett-Packard Company
Loveland Division
Loveland, Colorado 80537 Telephone: 667-5000

Ken Valis - President
Colorado Paint Company
4747 Holly
Denver, Colorado 80216 Telephone: 388-9265

INSTITUTE RELATED PERSONNEL

Irving C. Cross - Acting Head, Vocational Education Department
and Institute Co-Director
Colorado State University
Fort Collins, Colorado 80521 Telephone: 491-6317

Ralph H. Green - Assistant Institute Director
Colorado State University
2130 - 16th Street
Greeley, Colorado 80631 Telephone: 353-0376

Patricia Hemby - Secretary
Colorado State University
2425 West County Road #60E
Fort Collins, Colorado 80521

Milton E. Larson - Head, Vocational-Technical Education & Institute Director
Colorado State University
Fort Collins, Colorado 80521 Telephone: 491-6857

EXHIBIT C

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

APPLICATION

1. Name of Applicant: Mr. / Mrs. / Miss _____
(Last) (First) (Middle)

2. Age _____ Date of Birth _____ Social Security No. _____

3. Home Address:
Street _____ City _____
State _____ Zip Code _____ Telephone Number _____

4. Present: _____ Employer (or) _____ Educational institution (Complete below):

Name (Employer or school) _____

Street _____ City _____
State _____ Zip Code _____ Telephone Number _____

5. Title of present position (or student classification) _____

6. Education. (List most recent first, indicate others in descending order)

Institution	Address	Degree or Diploma	Year Received	Major Field

7. Work Experience. (List most recent or most applicable first)

Position	Institution (Co.)	City	State	No. of Years

8. Briefly indicate why you are interested in participating in this internship program. Relate your personal objectives to possible participation in this program.

_____

_____

_____

9. If selected would you be able to participate for an eleven-week pe iod? Yes___No___

Prefer: Winter Quarter (Jan. 4, 1972 - March 15, 1972 ____
Spring Quarter (March 23, 1972 - June 2, 1972 ____
Other 11-week period (Indicate) _____to _____

10. I have been admitted to Colorado State University: Yes____ No_____
Degree sought or immediate goal_____
Program _____

11. I plan to apply for admission to Colorado State University: Yes ____ No ____
Program

12. I have a vocatinnal credential valid in Colorado: Yes ____ No ____
Other state:_____
I am applying for a credentail in Colorado: Yes ____ No ____

13. My service area is: _____

14. Other significant information:

_____

_____

_____

_____

_____

_____

_____

15. References: (list three)

Name	Address	Telephone No.
_____	_____	_____
_____	_____	_____
_____	_____	_____

Date_____ Signature_____

NOTE:

Attach a copy of transcript of institutions attended and a resume (if available).

If additional space is desired for any of the numbered items, complete on the reverse side, identifying with the number of the item.

EXHIBIT D

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

SUGGESTED QUESTIONS FOR INTERVIEW OF PROSPECTIVE INTERN

1. Did (or do) you have special reasons for selecting teaching as a career?
2. What are your short-term and long-term teaching goals? Do you have certain positions in mind at your end, 5, 10, 15 years hence?
3. Why are you interested in an internship? Are the purposes of the internship clear?
4. What type of internship position do you desire? Do you have a second and a third choice?
5. Please tell us about your past work experiences and your educational experiences?
6. How do you see the internship helping you to achieve your goals?
7. Do you see an area of your background which would be strengthened by the internship experience.
8. If you accept an internship position, do you see opportunities to not only help yourself, but also to help the University and the sponsor?
9. What kind of an internship position would you prefer? What do you see as the kinds of duties or tasks you would like to do?
10. Do you have in mind any particular location where you would like to intern? Any particular employer? Do you know who should be contacted within the organization about this matter?
11. Are there any special needs that should be considered relative to your possible internship?
12. Do you have a car available for transportation?
13. Would you accept a position in a location other than that indicated?
14. Are there any other bits of information that we should know about you, or your plans relative to this possible internship?

EXHIBIT E

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

INTERN INTERVIEW FORM

1. APPLICANT'S NAME _____

2. PRESENT POSITION (OR STUDENT CLASSIFICATION) _____

3. BACKGROUND _____

4. SPECIAL INTERESTS IN VOCATIONAL EDUCATION _____

5. APPLICANT'S GOALS _____

6. TYPE OF EXPERIENCE DESIRED _____

7. PLACEMENT PREFERENCES _____

   A. Position _____

   B. Duties _____

   C. Location _____

   D. Employers _____ Contact _____ Telephone _____

8. SPECIAL NEEDS (i.e. transportation) _____

9. [illegible], _____

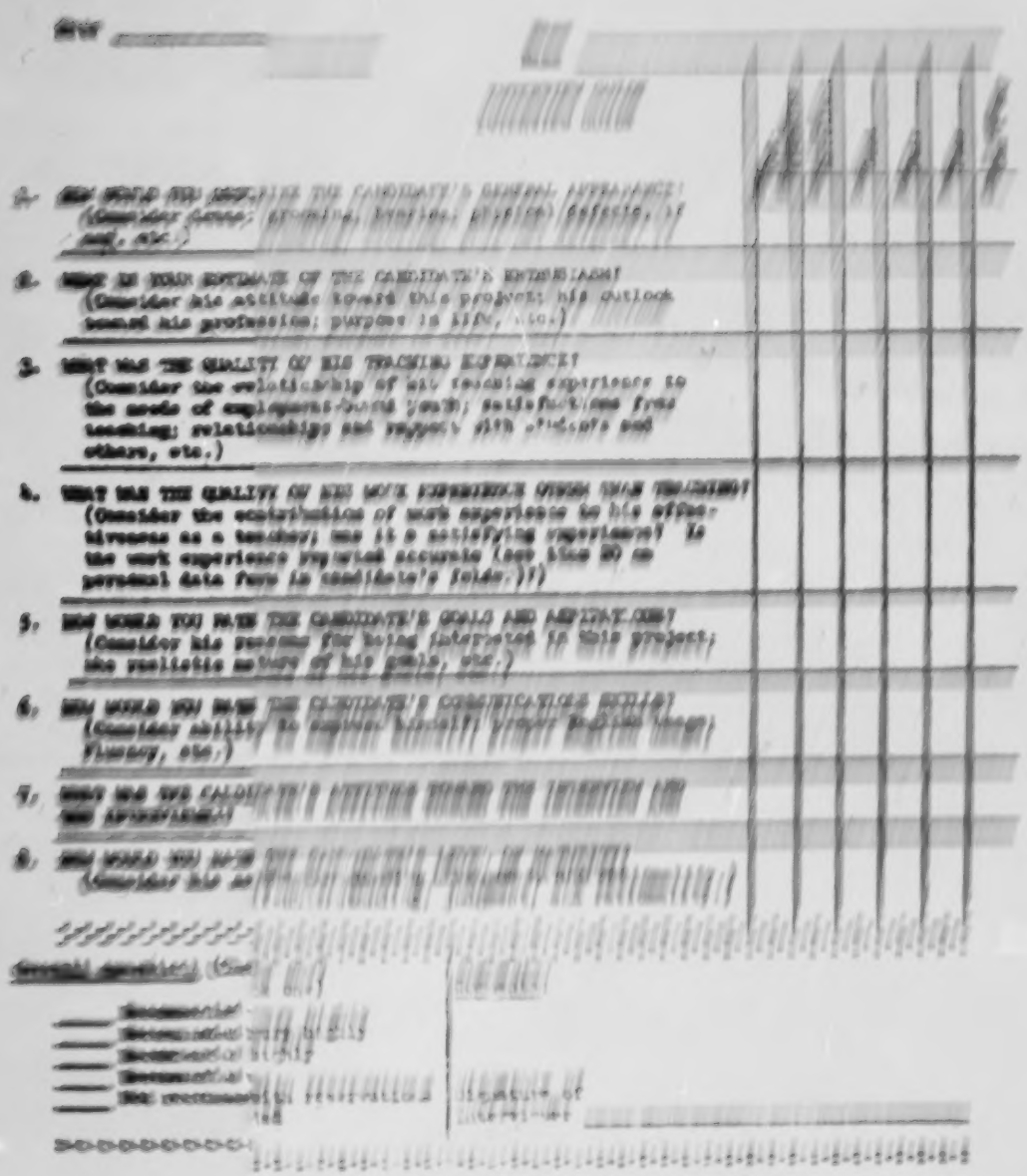
10. OTHER _____

11. COMMENTS BY INTERVIEWER _____

12. RECOMMENDATION FOR PLACEMENT: Yes____ No____

13. INTERVIEWED BY _____ DATE _____

EXHIBIT F



--Adapted from instrument developed by Ralph C. Wenrich, University of Michigan.

Exhibit C

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80523

DEPARTMENT OF VOCATIONAL EDUCATION

It is a pleasure to inform you that the Selection Committee for the State Professional Development Program has selected you to participate in the pilot program. The selection was made with the understanding that satisfactory arrangements can be made with a sponsor who will provide the kinds of experiences desired.

Consideration is being given to the preferences you express relative to priorities of internship experiences desired.

If arrangements are completed successfully and the provisions of the internship are satisfactorily completed you will qualify for a stipend of $825 for the eleven week period. You will also qualify for six credits provided you have elected to register for credit in either VE 695F or VE 795F.

Unless informed otherwise within the next ten days, it is assumed that you will accept the State Professional Development Internship and that one can be developed.

If there are any questions, feel free to contact me.

I am looking forward to working with you on this project.

Sincerely,

Dr. Milton E. Larson
Professor of Vocational Education
and
Director, Internship Project

MEL/

EXHIBIT H

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

FACT SHEET - INTERN
(for supervisor)

Name of Intern _____

Home Address _____ Telephone _____

Internship Position _____

Internship Location _____

Immediate Supervisor _____

Starting Date _____ Ending Date _____

Intern's Stated Objectives _____

Intern's Desired Experiences _____

Intern's Past Work Experience _____

Director's Comments _____

EXHIBIT I

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

AGREEMENT

State Professional Development Program Internship

Colorado State University, through its Department of Vocational Education, and in cooperation with the State Board for Community Colleges and Occupational Education, and the Office of Education, U. S. Department of Health, Education and Welfare, is undertaking a pilot internship program for the training, exchange and transition of Vocational Education and Business, Industry, Agricultural and Government Personnel. An exchange of personnel, on a carefully planned structured program, will improve communications, enhance educational personnel and strengthen industry's present and future employees. The pilot internship will help immeasurably to develop and refine essential methodology, gather data and formulate operational guidelines for later expanded programs of internship.

Agreement:

Sponsor: The industry, agency, institution or district, hereafter called the sponsor, shall provide opportunity for learning under supervision, in accordance with the program assignment which is attached to this agreement and which is developed and agreed to by all parties.

Intern: The intern shall perform the work assignment on the job as a professional, devoting full time to the duties, abiding by the policies and regulations of the sponsor, and performing in a manner satisfactory to the sponsor. The intern shall keep the University and sponsor informed of his progress, and shall submit reports as required by the University. The intern shall follow the duties and responsibilities outlined in the program assignment which is part of this agreement. He shall help develop the program assignment and advise as to program revisions during and after the internship.

University: The University shall coordinate the learning experiences of the intern with the program opportunities provided by the sponsor. The university, in cooperation with the intern and the sponsor, will develop the program assignment. It shall also maintain an on-going evaluation through observation, reports and consultation with the intern and supervisor(s)

to continually be alert to changes or needs that will make the program and learning process as effective as possible. The university will also award six hours college credit to the intern who sucessfully completes the requirements of the eleven week internship.

Payments:

The intern, who is a full-time student prior to the beginning of the internship, shall receive a stipend of $825 as identified in the grant agreement with the university. Payments shall be made _____to help cover expenses coincident with fulfilling this internship.

Any compensation other than as indicated above constitutes a separate agreement between the intern and the sponsor. The university shall be informed of the provisions of such agreement.

The intern, who is employed full-time in the industry-education exchange program, shall also receive a stipend of $825 as specified in the grant agreement with the university. Each individual shall continue to receive such compensation as has been agreed to by the original employer.

Summary:

It is further understood and agreed that many details which are inherent to a program of pilot internship of vocational education can not be entirely forseen. Each party, in cooperation with the other parties, will give his best efforts in review and make decisions to afford the best methods of handling these details as they arise.

For the Sponsor _____

Date_____ _____

Title _____

Intern _____

Date_____ _____
(address)

For the University_____

Date_____ Title _____

"Discrimination based solely upon race, color, creed, sex, or national origin and which is without appropriate basis of distinction is contrary to the purposes and policies of the University and violates the spirit and intent of civil rights laws of Colorado."

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

ADDENDUM TO INTERNSHIP AGREEMENT

Intern _____

Internship position _____

Work schedule _____ Beginning Date _____ Ending Date _____

Work location _____

Sponsor _____

Immediate supervisor _____

Title of supervisor _____ Telephone Number _____

OUTLINE OF WORK ASSIGNMENT ACTIVITIES

EXHIBIT J

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

DEPARTMENT OF VOCATIONAL EDUCATION

Congratulations! It is a pleasure to welcome you as part of "the team". You now join others who have selected the internship method of furthering their experiences in vocational education. It can be a tremendous learning opportunity to gain new insights into a position you might find yourself in at a later date.

You no doubt recognize the responsibilities inherent in this type of internship. You will be acting as a representative of Colorado State University in the capacity of a professional. In this respect, then, I trust you will exercise care as to your appearance, grooming, and attitudes, so that they are compatible with your associates. Please respect your supervisor as your superior, but also as one who has accepted the responsibility to help you learn as much as possible by guiding you in the many facets of his job, and that of his employer.

Too, it is a learning experience for the University in its role as coordinator for this internship program. Any positive suggestions you have during the ten or eleven weeks will add to the total learning effort. Your consideration toward completing the forms and visiting with University personnel on the bi-weekly visit will also be appreciated.

If you have any questions or problems, please do not hesitate to inquire about them at any time. Good luck for an eventful learning experience!

Sincerely,

Dr. Milton E. Larson
Professor of Vocational Education
and
Director, Internship Project

MEL/

EXHIBIT K

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

HEALTH SERVICES, ACCIDENT, AND LIABILITY

The student Health Service: (See Colorado State University Bulletin, 1970-71, pp. 44-45)

"The University maintains and operates an out-patient clinic and infirmary in the Student Health Center Building. The out-patient clinic is open 7:30 a.m. to 5:00 p.m., Monday through Friday while school is in session. Out-patient emergency care is available and the infirmary is in operation 24 hours a day, seven days a week while school is in session including the ten-week summer school. . . . .

All full-time students are eligible for care at the Center and part-time students are encouraged to contact the Health Center and make individual arrangements best suited to their needs. . . . .

In conjunction with the health services offered, there is a supplemental sickness and accident insurance policy offered by an independent company which covers a major portion of the costs involved in maintaining optimum health. The insurance coverage is in effect during both the school term and vacation periods. It is the policy of the University that all students carry this supplemental insurance or have equivalent coverage by another company.

A complete statement of services offered by the Health Center is furnished to new students and is available at the STUDENT HEALTH CENTER OFFICE."

The above applies to interns who have met the stipulation indicated. Each individual should provide such additional insurance coverage as he or she deems necessary. Other coverage IS NOT provided through the INTERNSHIP PROJECT or COLORADO STATE UNIVERSITY.

Accident Coverage

It is strongly suggested that each intern secure accident insurance coverage to adequately protect himself or herself on the internship educational experience. Many individuals may already have such coverage. Arrangements should be made with your independent insurance company. Protection is not provided by the INTERNSHIP PROJECT or by COLORADO STATE UNIVERSITY to cover injury by accident while participating in the internship experience.

Liability Coverage

It is conceivable that the actions of an intern might result in an injury to an employee or other individual. Protection for the intern relative to such liability may be secured by:

1. Securing an endorsement to an existing HOMEOWNER'S POLICY
2. Purchasing a personal liability insurance policy (Cost about $10 from independent insurance companies.)

The INTERNSHIP PROJECT or COLORADO STATE UNIVERSITY does not provide such insurance or assume liability.

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

DAILY DIARY

Name _____ Week Ending _____

Monday	Wednesday
Tuesday	Thursday

In the spaces provided above enter any unusual experiences, good or bad. You might consider matters relating to your teaching, work with associates, satisfaction, frustrations or routine items. Turn to the reverse side for your Friday entry.

EXHIBIT 1

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

Major Accomplishment
(for week)

Name _____ Week Ending _____

(For the Intern)	(For the Supervisor)
Identify	Identify
Describe Briefly	Describe Briefly
Did it assist your understanding of this position and/or work role of your supervisor?_____ How?	Did it assist your supervisory role?_____ How?
Comments:	Comments:

EXHIBIT M

EXHIBIT N

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

INTERN'S EVALUATION FORM

(Read each question carefully and check the answer that most nearly expresses your feelings. If you check "undecided" it will mean you have no opinion. Where asked why, please amplify on your opinion.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The program assignment was properly planned with adequate time allowed to complete it.					
2. I succeeded with my original objectives for the internship.					
3. My future plans have changed as a result of this internship.					
Why? _____					
_____					
_____					
4. Routine and special tasks assigned by my supervisor were completed to my satisfaction.					
5. I gained valuable experiences not available in the classroom.					
6. The internship was less educational than expected.					
7. The organizational structure of my assigned industry, agency or institution is clear to me.					
8. Because of this internship, I can make a more meaningful contribution to a future job.					
Why? _____					
_____					
_____					
9. A different placement would have been more worthwhile.					
10. I was readily accepted as "part of the team" in my assigned organization.					
11. More responsibility would have been desirable.					
Why? _____					
_____					
_____					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12. "Feedback" [illegible]					
13. My supervisor [illegible]					
14. Others within [illegible]					
15. Persons outside [illegible]					
16. This type of [illegible]					

Why?_____

17. Considering [illegible] gained during [illegible] that was most [illegible] benefit other[illegible]

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(Date) _____ _____

(Interv[illegible])

EXHIBIT G

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

SUPERVISOR'S EVALUATION FORM
(CONFIDENTIAL)

Intern: _____

(Please check the answer that most clearly expresses your opinion. If you cannot understand or answer you have no opinion.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. He can complete a specific task on his own.					
b. He exercises personal initiative to master his teaching experience rather than his assigned assignments.					
c. Home tasks assigned to him were beneficial to my experience or organization.					
d. He has completed tasks or handle to my own work that others have not done because of time constraints.					
e. He seeks to understand the duties of his individuals to whom he is assigned.					
f. He knows the objectives of his department and/or organization.					
g. He knows the organizational structure of his organization.					
h. [illegible]					
i. He [illegible]					
j. He has the [illegible]					
k. He [illegible]					
l. He [illegible]					
m. [illegible]					
n. He is [illegible]					
o. [illegible]					
p. He [illegible]					
q. He has the [illegible]					

17. Summarize the work of the intern using the numerical values indicated with 5 being the highest and 0 the lowest.

5 4 3 2 1 0

A. Accomplishment of the intern _____

B. Educational growth of the intern _____

C. Personal adjustment of the intern _____

D. Good human relationships aspects _____

18. Other comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Supervisor

Date

EXHIBIT F

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

VISITATION REPORT

Student's Name _____ Assignment _____

Institution _____ Address _____

Supervisor _____ Title _____ Telephone _____

	Yes	No	Don't Know

16. Any problems?_____If yes, explain and state possible solution(s)._____

_____

_____

_____

_____

17. Is the work assignment, as initially drawn up, being followed?_____

18. Did the intern give the coordinator his daily diary copies?_____

19. Other _____

_____

_____

_____

_____

20. Next appointment:

Date _____

Time _____

_____
Coordinator

_____
Date

NOTE: Since later evaluation of the above statements must be considered in light of the length of the assignment, the coordinator should state the week of the assignment just completed prior to the visit.

Number of weeks just completed. _____

EXHIBIT Q

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
INTERNSHIP RATING

COMPOSITE SCORE:_____

_____ SUMMARY OF EVALUATIVE MATERIALS
(Name of intern)

	5	4	3	2	1	0	COMMENTS
INTERN'S ASSESSMENT							
A. Evaluation form -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
B. Daily diary and critical incident -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
SUPERVISOR'S ASSESSMENT							
A. Evaluation form -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
B. Critical incident -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
COORDINATOR'S ASSESSMENT							
A. Visitation report -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							

Date:_____

By: _____

EXHIBIT R

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

SPECIAL PROJECTS
DR. MILTON E. LARSON

REQUEST FOR DISBURSEMENT

Please process_____

TO:

FOR:

TOTAL COST:

CHARGE:

COMMENTS:

Signed_____
Milton E. Larson

Date_____

EXHIBIT S

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT INTERNSHIPS

NAME OF INTERN_____QUARTER_____ YEAR_____

SUMMARY OF REPORTS AND DISBURSEMENTS

A. DISBURSEMENTS -- Checks drawn and issued to interns

	Date requisitioned	Amount	Date delivered or mailed
1.			
2.			
3.			
4.			
5.			
6.			

B. DAILY DIARY RECEIVED FROM INTERN (Write in date)

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	

C. MAJOR ACCOMPLISHMENT FORM RECEIVED FROM SUPERVISOR (Write in date)

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	

D. VISITATION REPORT (Write in date)

1.	3.	5.
2.	4.	6.

E. INTERN'S EVALUATION FORM (Write in date)

1.	2.

F. SUPERVISOR'S EVALUATION FORM (Write in date)

1.	2.

G. COMMENTS

EXHIBIT T

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

FOLLOW-UP STUDY

INSTRUCTIONS: Please respond to each item by checking the response you feel is most appropriate for each item. NA (not applicable) may be checked if you are a full-time student. Disregard the numbering system in parentheses which is for tabulating purposes.

1. Current position in vocational and technical education.

   ☐ (1) Full-time teaching
   ☐ (2) Administration and supervision
   ☐ (3) Education training in business or industry
   ☐ (4) Unrelated to vocational and technical education
   ☐ (5) Other (please detail) _____

2. Are you employed (or were you employed following your internship) in a position similar to or related to your internship?

   ☐ (1) Yes
   ☐ (2) NA
   ☐ (3) No

3. Is your present position (or any subsequent position) within the same firm, agency, or institution in which you interned?

   ☐ (1) Yes
   ☐ (2) NA
   ☐ (3) No

   If YES, do you feel it was a result of the internship?

   ☐ (4) Yes
   ☐ (5) No

4. If your position has changed since your internship, did the internship afford you personal contacts leading to your present position or to subsequent positions?

   ☐ (1) Yes
   ☐ (2) NA
   ☐ (3) No
   ☐ (4) Position is unchanged

5. Considering the position you now hold (or positions held following your internship), how would you rate the overall experience gained from your internship?

- ☐ (1) Very much related to my later position(s).
- ☐ (2) Related, but applicable less then 50% of the time.
- ☐ (3) Valuable, but not related to my position(s).
- ☐ (4) Of little or no present value.
- ☐ (5) NA

6. Please rate the knowledge gained by you during the internship that assists you in problem solving at your present position or in involvements since your internship.

- ☐ (1) Very useable in many situations.
- ☐ (2) Useable in some situations.
- ☐ (3) Seldom useable.
- ☐ (4) Of no benefit.

7. Considering your formal college classroom instruction versus your internship experiences, what percentage of the experiences were meaningful reenforcement of your classroom instruction?

- ☐ (1) None
- ☐ (2) 10%
- ☐ (3) 20%
- ☐ (4) 30%
- ☐ (5) 40% or more

8. Considering your formal college classroom instruction versus your internship experiences, what percentage of the experiences were not duplicated in the classroom?

- ☐ (1) 100%
- ☐ (2) 75%
- ☐ (3) 50%
- ☐ (4) 25%
- ☐ (5) None

9. Because of your internship experiences, do you now see for yourself future implications for the following:

A salary increase?

- ☐ (1) Yes
- ☐ (2) No

An advancement in position?

- ☐ (3) Yes
- ☐ (4) No

Increased performance on the job?

- ☐ (5) Yes
- ☐ (6) No

10. In retrospect, has your attitude of personal gain toward your internship changed during the intervening time?

☐ (1) Yes
☐ (2) No

Please comment _____

_____

_____

_____

11. Would you recommend to others the internship method of gaining new educational experiences?

☐ (1) Yes
☐ (2) No

Why?_____

_____

_____

12. Your comments about the internship are earnestly solicited and will be much appreciated. You might reflect on how you could be better prepared for the internship, what courses could be offered that would re-enforce the internship experiences, needless duplication that occurred between the classroom and internship, more credit hours for the internship, or any subject you deem important to improve the internship.

_____

_____

_____

_____

_____

(If you desire, make additional comments on the back of this page.)

Thank you for your cooperation. Please return this form in the self-addressed stamped envelope to:

Ralph H. Green
Department of Vocational Education
Colorado State University
Ft. Collins, Colorado 80521

INTERNS
1971 - 1972

NAME AND LEVEL	SPONSOR	SUPERVISOR	DATES	SERVICE HELD
Atkins, Gary Undergraduate	Widefield High School, Security	Rudy Legleiter	3/13-6/2	Business & Office
Brown, Peggy Carol Graduate	Community College of Denver (North Campus)	Pohle H. Wolfe	9/13-12/10	Home Economics
Hail, Jerry Undergraduate	Emily Griffith Opportunity School (Denver Public Schools)	Calvin C. Walcott	4/3-6/8	Vocational Technical
Jurecki, Frank E. Undergraduate	International Business Machines	Ben C. Long	1/3-3/17	Vocational-Technical
Kochenash, Christina Undergraduate	Richard J. Schilling, D.D.S.	(same)	3/27-6/2	Vocational-Technical (Health Occupation)
Langdorf, Jr., George W. Undergraduate	Buck Engineering, Inc.	Willis E. King	1/3-3/17	Vocational-Technical
Martin, Horace Graduate	Hewlett-Packard, Inc.	Don Carlson and Joseph Conrad	11/29-2/11	Vocational-Technical
Miller, Ronald E.	East High School (Pueblo)	Curtis E. Phillips	3/27-5/26	Distributive Education
Mitchell, Lynn Graduate	Metropolitan State College	Dr. Lonnie Holmes	3/23-6/8	Vocational Technical
Pretti, Daniel	CF&I Steel Corporation	William R. Anderson	3/27-5/19	Business & Office Ed.
Riggenbach, Frank Graduate	Community College of Denver (West Campus)	Don Lindahl	3/27-6/8	Vocational-Technical
Smith, Hoyt J. Undergraduate	Community College of Denver (North Campus)	Ralph Duncan	1/3-3/17	Vocational-Technical
	Hewlett-Packard, Inc.	Don Carlson and Joseph Conrad	3/27 6/2	Vocational-Technical
Sollie, Allice J. Graduate	Colorado State University	Dr. Mary Helen Haas	9/29-3/10	Home Economics
Workman, Ervin D.	Mr. Steak, Pueblo, Colorado	Lynn Robinson	3/27-5/26	Distributive Education

EXHIBIT U

EXHIBIT V

News Letter

COLORADO VOCATIONAL ASSOCIATION

VOLUME XIII—No. 3 April, 1971

THIRTEEN ON CSU INTERNSHIP FOR VOCATIONAL TEACHERS AND ADMINISTRATORS

by
Dr. Milton E. Larson
Professor Vocational Education
Colorado State University, Fort Collins

Relevant education for vocational teachers and leaders is enhanced by internships. Internship is learning by doing on the job under supervision. Appropriate on-the-job experiences are selected in harmony with goals of the individual and his preparation for the experiences.

Such an internship program was launched by the Department of Vocational Education of Colorado State University in the fall of 1970.

The internship program is part of the Colorado State Board for Community College and Occupational Education's Professional Development Program supported by the U. S. Office of Education under Part F, Section 553 of the Amendments to the Vocational Education Act of 1963.

The purpose of the program is threefold. It is designed to provide:

1. Full-time field experiences for one quarter for potential leadership personnel prior to assumption of such responsibilities on an actual payroll job, or
2. Updating experiences in on-the-job experiences for vocational teachers-in-service for one quarter, or
3. Teaching experience for one quarter for individuals from industry, business, or agriculture who desire to enter vocational teaching.

The plans of the program include students at both the undergraduate and graduate levels.

A by-product of the internship program will be a guide of operational procedures for establishing and conducting internship programs for professional educators.

Individuals desiring to participate were selected after suitable internship stations were located and effective arrangements made. Each individual participating in the program receives a stipend of $825 for the quarter.

An Internship Consulting Committee was established for the program. Serving on this Committee are:

- ☐ M. G. Hunt, Assistant Director, State Board for Community Colleges and Occupational Education
- ☐ Donald R. Mankenberg, Dean of Occupational Studies, Denver Community College
- ☐ Joe Roberts, Head, Distributive Education Service, Colorado State University
- ☐ Walter Skowron, Director of Publications, Hewlett-Packard Company, Loveland Division
- ☐ Ken Valis, President, Colorado Paint Company, Denver

Graduate students from Colorado State University participating in the program are:

- ☐ Christian Deiter
- ☐ Duane Jansen
- ☐ Delbert Marten
- ☐ Mary Ann Parthum
- ☐ Rueben Quinn

Undergraduate students from Colorado State University participating include:

- ☐ Carol Bengtson
- ☐ Joseph Leo
- ☐ George E. Ross
- ☐ Margaret Scarborough

Participating in the industry-education aspect of the program are:

- ☐ Robert Boddy of Widefield High School, Security
- ☐ Richard Pope, Hewlett-Packard, Colorado Springs
- ☐ Dwight Sechrist, Jr., Otero Junior College

The program was possible because of the interest and cooperation of individuals from institutions and firms willing to participate as sponsors of interns. Cooperating in this manner are the following:

- ☐ Aqua Tec Corp., Fort Collins
- ☐ Denver Community College (North and West Campuses)
- ☐ Denver Tool Crib
- ☐ Hewlett-Packard, Colorado Springs
- ☐ Otero Junior College
- ☐ State Board for Community Colleges and Occupational Education
- ☐ U. S. Office of Education, Region VIII
- ☐ Widefield High School, Security

A proposal has been submitted for continuation of the program for 1971-72. Individuals desiring information should contact Dr. Milton E. Larson, Project Director, Department of Vocational Education, Colorado State University. Project Co-director is Dr. Duane Blake, Head, Department of Vocational Education, CSU. Ralph Green of Greeley is the Assistant Project Director.

Dr. M. G. Hunt, Assistant State Director, who has responsibility for supervision of the programs of professional development for the State Board, has worked very closely with the project director.

We often hear the phrase "There is no substitute for experience." This is true, but a well planned, supervised, and coordinated internship provides a short cut to many of these experiences and at less cost to the institution. The intern is better prepared to assume the role for which he is preparing in school if part of that school experience is devoted to a relevant on-the-job experience.

Learn to earn—learn to do—through a combination of in-university and on-job internships. The future belongs to those who prepare for it!

With so many couples being matched by computer these days, it may be only a matter of time until the courts will have to recognize a short circuit as grounds of divorce."

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APPENDIX B

A FOLLOW-UP STUDY OF PARTICIPANTS OF THE STATE PROFESSIONAL DEVELOPMENT PROGRAM INTERNSHIP

COLORADO STATE UNIVERSITY

Ft. Collins, Colorado

A FOLLOW-UP STUDY OF PARTICIPANTS OF THE STATE PROFESSIONAL DEVELOPMENT PROGRAM INTERNSHIP

In partial fulfillment for

V.E. 795 fx Special Studies

in

Vocational Education

Dr. M. E. Larson
Advisor

Submitted by

Ralph H. Green

CHAPTER I

INTRODUCTION

Background

In the fall of 1970, the Colorado State Board for Community Colleges and Occupational Education, in cooperation with the U. S. Office of Education, funded a pilot study as proposed by the Department of Vocational Education at Colorado State University, Ft. Collins, Colorado. Specifically, this proposal was identified as "An Internship Program for the Training, Exchange, and Transition of Vocational, Business, Industry, Agricultural, and Government Personnel." Dr. M. E. Larson, Professor of Vocational Education, was selected as program director; and Ralph H. Green, graduate student, was selected as assistant director.

A consulting committee of interested business, industry, government, and university personnel was formed. This committee functioned to advise the directors with the benefits of their varied experiences toward planning the elements necessary to achieve the objectives sought. The committee was extremely helpful in their reactions to concerns and issues presented to them.

The pilot study, continuing over a period of two years, placed some twenty-seven individuals in on-the-job situations through individually designed internship experiences. These persons were graduate students seeking a special focus to their programs, inservice teachers desiring updating training in their specialities, and industry and business personnel planning to enter teaching as a career.

A number of procedures for establishing a program of this type at a teacher training institution were developed, tested, and implemented during the two year period. The experience gained by the interns was highly inspiring to the program directors and indicated that additional programs of this type could be very valuable to both the teacher training university and the interning participants.

An end product of the pilot study "Guide for Professional Internships - Vocational Education" was developed by the directors. Described in the "Guide" were the basic concepts of the plan, the practices that evolved, and the forms used to expedite the various functions of the program.

Essential to further evaluation of the overall program is a study of the experiences of the interns subsequent to the completion of their internship experiences and relating those experiences to the original objectives of the internship program. This paper seeks to describe those experiences through a follow-up of the participants and relate their experiences to the objectives.

Rationale

Follow-up studies can be a valuable tool at the disposal of the educator and educational institution responsible for educating young

men and women for their chosen careers. A follow-up study of program graduates can assist educators seeking answers to perrenial questions such as: Is the school actually serving the needs of the student; and, is the student adequately prepared in these programs?

A follow-up study can go directly to the persons most affected by the educator's programs, the graduated students. Broadly conceived, the study, by learning the occupational, educational, and other experiences of the graduates after leaving school (or the program) can: (1) determine their needs, (2) determine how well those needs were met while the students were in school attendance, and (3) determine how well the students were prepared for the type of occupational, educational, and other experiences which they encountered after leaving school. Little (14) believes these questions should be answered:

1. What happens to the young men and women who try to find work instead of continuing school beyond graduation?

2. Are there important differences between the job-finding experiences of graduates of vocational education programs and the experiences of students who graduate without such preparation?

3. Does the school program, teaching staff, and counseling service assist youth who go to work as effectively as it assists youth who go to college?

This follow-up study is conceived in a narrower sense. It does not seek broad sweeping answers to society's questions asked of education. Rather, answers are sought to justify funds expended by the cooperating agencies who, through research, are endeavoring to find solutions leading to better training of prospective teachers and administrators of vocational and technical education programs. Infor-

mation supplied by the Professional Program Internship participants, and these are persons who have been and are now intimately associated with vocational and technical education at many levels, can provide valuable data to university personnel to assist in the evaluation of the internship program as conceived and practiced during the two years of operation. This follow-up study can further guide the sponsoring institution (Colorado State University) in implementing further programs of this type.

State Professional Development Program Internship Objectives

The Department of Vocational Education at Colorado State University identified four specific objectives in the proposal for the pilot study. They were as follows:

1. Provide improved preparation for vocational and technical personnel preparing for leadership positions through full-time on-the-job experiences in selected positions similar to the professional role they plan to assume on completion of their educational program.

2. Provide improved preparation for individuals enrolled in a program of vocational and technical education for teachers at Colorado State University through full-time on-the-job experiences in their field in industry, business, and agriculture.

3. Initiate an exchange program between vocational and technical education on the one hand and industry, business, and agriculture on the other.

4. Build a handbook of operational guidelines for other interested institutions in developing programs of professional internships in vocational and technical education.

Objectives of this Follow-up Study

Within the framework of the objectives identified for the State Professional Development Program Internship, the role of this follow-up study is as follows:

Measure the effectiveness of the internship experience by relating the subsequent experiences of the intern to the experiences gained by that individual while serving as an intern.

Specifically, as follows:

1. Determine what relationship exists between the training station for the internship and the full-time position held by the intern following the internship or graduation.

2. Determine if the internship provided re-enforcement of his classroom instruction.

3. Determine if the internship provided experiences not duplicated in the classroom.

4. Develop procedures for internship follow-up studies for incorporation into the handbook noted in the objectives for the State Professional Development Program Internship.

Definition of Terms

For the purpose of this study, internship shall be defined as that portion of the curriculum for professional teacher or administrative and supervisory preparation which has as its central feature, a legally responsible, contractual, semi-autonomous teaching assignment (or on-the-job training assignment). The content focuses on the learning process and seeks to influence the behavior of the intern as he (or she) makes decisions relative to the role he (or she) plans to assume after the assignment. The curriculum is administered through pre-planned experiences in cooperation with an experienced supervisor at the assigned agency, institution, business, or industry. Coordination by the University to continuously monitor the effectiveness of the experiences is an integral part of the internship.

The intern, for the purposes of this study, shall be defined as a full-time or part-time student enrolled at the sponsoring university and pursuing a defined course of study. He may be near completion of his formal studies or just beginning, and he may or may not have had considerable experience in his chosen work role. However, he has expressed a need to pursue his education through an internship assignment where he is guided toward his desired experiences by a professional within the assigned agency, institution, business, or industry. Those individuals, who prior to the internship were employed full-time at an industry or business and who participated in the industry exchange program, are considered also as interns. For tabulating purposes, their experiences are not separated from the group except as noted in Chapter IV.

Delimitations

This study is delimited to those twenty-seven (27) individuals who participated as interns during the two years (1970-71 and 1971-72) of the State Professional Development Program Internship. (See a listing of the participants in Appendix I.)

CHAPTER II

REVIEW OF THE LITERATURE

Education has been characterized by its desire to improve. This has produced a variety of goals which have been surpassed by the variety of proposals for achieving those goals. A consequence has been an increase in resistance, skepticism, and sometimes distrust by those who are asked to support them. Programs are proposed without always considering their total value.

A need exists for innovations and experimentation which can justify expenditures through measurement of the contributions made for human betterment. The internship concept is an experimental program which can be implemented, analyzed by its parts, and evaluated in a systematic manner. Responsible persons can thus study the program, analyze it, make empirical examinations and conclusions that in the end must help education, if done in a cooperative manner.

Background and Development of Internships

Hartley and Holloway (10) explain:

> The concept of internship traces some of its roots to the Greeks during the Age of Pericles, when it was believed that the art of governing exemplified human excellence. A man who was to be entrusted with great responsibility of leadership was encouraged to devote much time to the pursuit of wisdom, and this included studying and working in the actual environment. Thus, academic preparation was transformed into real conditions. In Book Seven of the "Republic", Plato included a form of internship as a requisite for those who were preparing to govern the populace.

Another facet of the internship can trace its beginning with the art of craftsmanship. For thousands of years this process of teaching and learning of the crafts was a family affair conducted through the father-son relationship and the master-apprentice relationship. This highly developed system, Barlow (2) points out, was prevalent in Europe during the Renaissance and Reformation periods. It was brought to this country by the early colonists and continues today in many forms (known generally as apprenticeships) to train skilled tradesmen for business and industry.

However, as this nation, and others of Western Europe, entered the industrial age, this apprenticeship system was unable to supply the great numbers of workers needed for industrial work. Industry was forced to train their own workers to meet the demand. Governments encouraged and assisted schools and institutions to train workers so urgently needed for growing industries.

Educators cooperated enthusiastically. They recognized quickly, however, that the classroom could not always supplant the on-the-job experience the individual needed. It had been found that sequential relationships must exist between the learning of concepts, the acquisition of thoughts and attitudes, and the mastery of skills which

will relate them properly in the training experience of the learner. Thus, educators began looking for real life situations to supplement classroom instruction.

Early in the twentieth century, Professor Herman Schneider of Cinncinnati introduced an education plan for his college students because he believed "it a good thing for a man to sweat his way to the truth." He called his plan "Cooperative Education" because it depended essentially on the cooperation of business and industry. This concept expanded during the intervening years so that many secondary schools and colleges now encourage this partnership between education and business and industry. Students spend part-time in the classroom and part-time in a planned and coordinated on-the-job learning experience. Students experience the real "world-of-work" and all of its responsibilities while finishing their formal education.

As occupations have continued to expand and the need for a well trained professional has become apparent, this principle of "learning by doing" has come to include the professional. The internship has generally been associated with the medical profession. The medical internship follows a period of rigorous academic preparation and is designed to introduce the intern to the actual experiences he will meet upon assumption of medical practice after graduation. The medical intern is encouraged to exercise personal judgement for applied solutions, but in consultation with and under supervision of an experienced professional. The internship has been characterized by a preparation program which coordinates both theoretical and practical considerations.

Newell (19) was one of the first in education to introduce a comprehensive plan for the development of professional educators as administrators and supervisors. Early concepts by Newell were tested and found valid using the internship approach. Davis (5) expanded from these procedures for his program of educational administration. Others have followed with comprehensive programs. These have included, among others, Lanier Cox (3) who describes the American Council on Education's Administrative Internship Program, Hartley and Holloway's (10) report of the State University of New York's Administrative Internship in Education, and the six year program of administration internships undertaken by the National Association of Secondary School Principals (18). The internship method of training administrators and supervisors for education has gained a firm foundation and is now used extensively in universities and colleges in this country.

Interest is now being shown to extend the internship concept to vocational-technical education. Rutgers, the State University (22), has developed the high successful program, COPE, for the training of prospective vocational-technical education teachers. As explained:

> ...(it) is essentially a post-graduate, updating kind of experience which cannot be acquired in the pseudo setting of the classroom. In essence it follows the long acknowledged principle of "learning by doing" and provides the link for vocational-technical teachers between up-to-the-minute practice and information in the classroom. In this light...(the internship) is not a mere "one-shot" adventure back into the work-a-day world, but a continuing contact with occupational change and technical know-how.

The internship becomes a planned program designed to provide meaningful and accreditable experiences in a planned program to update the teacher candidate in his (or her) particular competency of technology.

Gleason and Davis (7), following a working conference at Michigan State University, offer many suggestions for planning for professional internships in vocational and technical education. The authors as they summarize the conference point out:

> The internship approach to vocational-technical education teacher preparation offers economic benefits for the university. The expenses of technical laboratories and staffs ...can largely be eliminated through the internship program (because) individuals will come to the program with adequate background.

Professional internships for teacher education have expanded into many areas of vocational education. Williams (34) and Stitt (27) report on Agricultural Occupations, Nichols (2) for Business Education, Klopf (12) in Guidance, and Lansher (13) in Placement. Thus, the internship concept finds expanding applications in vocational and technical education teacher training.

Follow-up Studies

The majority of American youth step from education to an occupation, with or without a formal degree or diploma. Important to our society is the individual's opportunity and readiness to find suitable employment. The individual must have economic security so important to his self-respect and dignity. The ability to attain this security with varying degrees of education and experiences has

much to do with the stability of our social system. It is important, therefore, that educators carefully study the relationship of school programs to the needs of the individual students for occupational and citizenship preparation and to the preparation which schools must provide.

Little (14) suggests that follow-up studies can be a valuable tool for educators to use. He states:

> Follow-up studies of graduates of vocational education programs, if carefully planned and executed, can provide an important base of information to educational planners and administrators, and future vocation-technical students. Where coupled with appropriate economic analysis, this type of information can point the way to improved decision-making by government and institutions on questions of priorities among types, levels, and fields of education and training programs, and on decisions about allocation of resources to these programs.

Extensive guidelines for conducting periodic follow-up studies have been prepared by the Wisconsin Board for Vocational, Technical, and Adult Education (35). The Wisconsin Board defines follow-up as "..a process by which an educational institution seeks to determine how effectively it is meeting the current and future needs of those it serves." This report stresses:

> The pressures of a rapidly changing society makes career decisions by youth, a curriculum revision by staff, and planning by administrators even more dependent on research and follow-up of students to furnish appropriate data and information needed in developing plans, solving problems, improving instruction, and assessing programs toward achieving the goals of the system.

Objectives should be established for a follow-up study before it is attempted. Broadly conceived they might include:

1. Ascertaining the breath or scope of occupational education programs, activities, and services.

2. Determining the relationship between vocational curriculums and other school curriculums and activities toward the preparation of the individual for his chosen role.

3. Clarifying what the school is attemptimg to accomplish by identifying and evaluating activities, functions, and services.

4. Determine relationships that exist between former students as revealed by school records and the person himself versus the actual occupational experiences following school.

O'Connor (21) offers some specific objectives for follow-up studies. This includes:

1. Reducing the number of students who leave, or drop out, before satisfactory completion of school.

2. Establishing norms on aptitudes, socioeconomic status, vocational aspirations, and other characteristics.

3. Improving the effectiveness of technical-occupational curriculums, courses, instruction, and guidance.

4. Assessing the degree to which curriculum and instruction are adapted to the full range of student and community needs.

5. Determining the effect of extracurricular activities on student development.

6. Determining modifications required in..programs to provide strong preparation for (further) study.

The Wisconsin Board (35) discusses further specific objectives which should be considered. Included are:

1. Determining employment shifts, occupational changes, and giving advance warning of technological changes.

2. Assisting in determining need and feasibility for a new program.

3. Determining relationships between recency of the program with job placement and success.

With regard to internship programs, Gleason and Davis (7) suggest that measurement and evaluation should include:

1. the kinds of persons attracted to the program with respect to their background and personal characteristics.

2. the staying power of the program, i.e. numbers starting, numbers finishing, and differences noted in the two groups.

3. what happens to the graduates on a short term and long term basis.

4. the effectiveness of graduates compared to beginning and experienced teachers trained in traditional methods.

5. the acceptability of graduates to the employing industries, businesses, agencies, or institutions.

6. feedback from all relevant groups affected by the programs to assist continual refinements.

Follow-up of former students, then, becomes an important method of deriving data and information to be used in program evaluation. Principal tools employed can be record analysis, observation of behavior, interviews, and questionnaires, or a combination of such devices. Using these devices, the Wisconsin Board (35) states a follow-up system should:

1. Generate a high percentage of responses by
   a. psychological means (through orientation, appeal for assistance, incentives, i.e. pencil, colored paper, etc.)
   b. mechanical means (stamped return envelope, questionnaire construction, easy responses, etc.)

2. Be easy to administer at the school, district, and state levels.

3. Capture the necessary data with which to make valid statistical reports and studies on the effectiveness of vocational education.

Professional Internship Follow-up Studies as related to Vocational Education

Many follow-up studies have been conducted in vocational education, but most have been concerned with occupational programs in high

schools and post secondary schools which are preparing students for entry level jobs. A few studies, however, do relate to professional internships with application to vocational-technical education. It should be noted that all studies have taken information from the former intern as the principal source of data.

Creager (4) describes the achievements of the ACE Internship Program in Academic Education. He found that participants had a higher rate of early attainment as compared to non-participants. Interns gained new insight in problem areas, learned new techniques, obtained a deeper philosophy of administration, and received a new understanding of the interpersonal relationship of administrative problems. Creager also found that participants invariably reported the internship helped their development and the mentors felt the intern assisted them in their jobs. An important finding, also noted by Creager, was that it was impossible to separate the effects of evaluation from the impact of the experience itself.

Pierce and Shauble (23) note that graduate counseling trainees functioned more effectively when training with high level supervisors as compared to trainees working with low level supervisors. The authors noted this trend continued throughout the period the trainees were assigned to their respective supervisors.

Stitt (27) conducted a follow-up study to document participants goals and aspirations and skill competencies. He found that compared to non-participants, those participating showed a greater inclination to desire more education, a significant increase in

competencies resulted from the internship experience, and the desire to review the progress and problems that other interns were experiencing.

Lorber (15) studied eighteen assistant principals interning in New York City schools. He found the internship gave participants rich professional and personal experiences in advanced administrative training and human relations skills, experiences seldom available in the formal classroom. The interns expressed concern that college and university curriculums should recognize the importance of an internship to total development of the individual.

Tosi and Starr (30) reviewed an experimental placement program of undergraduates aspiring to professional careers with a selected industrial firm. They report their test results as inconclusive. Company personnel officers, on the other hand, felt the internship was constructive and allowed them an opportunity to witness public education at work.

CHAPTER III

METHODS AND PROCEDURES

A questionnaire was employed to obtain data from the twenty-seven individual participants of the State Professional Development Program Internship. The questionnaire was selected as the most suitable device because of the wide dispersal of the participants since completing their internship experience.

Development of the Questionnaire

Working directly from the objectives stated in Chapter I, a questionnaire was developed to secure information. A study of available literature relating to surveys, questioning, and interviews was undertaken prior to construction of the questionnaire used in this study. Considerable useful information was obtained from Wang (32), Sellitz and Associates (25), Grossier (9), Payne (23), Kendall (11), Frankel (6), Van Dalen and Meyer (31), and a Research Seminar handout (mimeographed) by Dr. M. E. Larson entitled "Questionnaire and Interview Techniques."

The questionnaire was developed and pilot tested upon three participants of the internship who were still full-time students at Colorado State University. After incorporating their suggestions into a revised form, the questionnaire was submitted for review by Dr. M. E. Larson, Professor of Vocational Education and Director of the State Professional Development Program Internship. Additional changes were suggested and the form again revised, resulting in the completed questionnaire as shown in Appendix II.

Administration of the Questionnaire

Addresses of the twenty-seven participants of the internship program were obtained from records of the Vocational Education Department at Colorado State University. Eighteen of the participants had completed an internship by the end of Winter Quarter, 1972. The other nine completed internships at the end of Spring Quarter, 1972.

On April 4, 1972 the first group of participants were mailed a cover letter and the Follow-up Study questionnaire. The cover letter (see Appendix III)explained the purpose of the questionnaire and requested they return the form as soon as convenient. Follow-up was necessary with about one-fourth of the participants. Only one of this original group failed to return a completed form. A very serious illness on the part of this participant made it impossible for this questionnaire to be objectively completed.

Those completing their internship experience at the end of Spring Quarter, 1972 were mailed a form and cover letter, the same as the first group, on June 4, 1972. All of this group returned a completed questionnaire. Thus, the population for this study is twenty-six (or 96.3 percent) of the twenty-seven participants.

CHAPTER IV

ANALYSIS, INTERPRETATION, AND EVALUATION OF FINDINGS

The purpose of this study was to investigate the experiences of the twenty-seven participants of the State Professional Development Program Internship following their internship and compare those experiences with the objectives identified for the Professional Internship program. Data was collected by questionnaire mailed to each of the participants. Some of the participants were still pursuing full-time study at Colorado State University while the majority had returned to teaching, administrative and supervision roles, or job responsibilities. Nearly all were still in Colorado.

Information gathered included their present positions, relation of the current position to the internship, and personal opinions about the relationship of the internship to their subsequent experiences. Statements were also requested about possible improvements in the internship practices. Data from the intern's responses is presented in the tables that follow.

Table I indicates the current positions of the interns.

Table I. -- Current Position of Participants

Position	Responses	
	Number	Percent
Full-time Teaching	9	34.7
Administration and Supervision	3	11.5
Education Training in Business or Industry	1	3.8
Unrelated to Vocational Education	4	15.4
Full-time Student	8	30.8
Other	1	3.8
Total	26	100.0

It can be seen that 21, or 80.6 percent, of the interns are still actively engaged in vocational and technical education, although one person has accepted employment in the private sector. Four of the interns, or 15.4 percent, have taken jobs outside of education. Personal expressions by these four men indicate that present circumstances have forced them to seek temporary employment elsewhere. When job conditions improve, they expect to re-enter teaching as a full-time pursuit.

Table I also shows that three participants, or 11.5 percent, have taken administrative or supervisory positions in vocational education. These were positions new to them and the internship was instrumental in securing their position, thus indicating a positive

relationship between the internship and their later position.

Full-time students were eight in number (or 30.8 percent). Some were doctoral candidates who have not completed their program. Others were undergraduates completing their requirements. Because of the short time between the internship and the follow-up study, the role of the internship toward a subsequent position cannot be determined for these persons.

Table II illustrates some of the relationship of the participants present position to the internship.

Table II. -- Relationship of Present Position to the Internship

Item	Responses					
	Yes		No		Not Applicable	
	Number	Percent	Number	Percent	Number	Percent
Current Position Related to or Similar to the Internship	12	46.1	6	23.1	8	30.8
Current Position within the same Agency, etc. as the Internship	6	23.1	12	46.1	8	30.8
Personal Contacts During the Internship Leading to Present Position	5	19.2	13	50.0	8	30.8

It is interesting to note that twelve, or 46.1 percent, of the participants continue in a position related to or similar to their internship. This implies, for the present, they are satisfied with their chosen role. Six, or 23.1 percent, now find themselves in different roles than the internship, or perhaps have returned to

positions formerly held that were unrelated to the internship.

When noting those employed within the same agency, institution, business, or industry, this number reduces to six, or 23.1 percent. Further examination of the table shows that five, or 19.2 percent, made personal contacts which lead to their present position. Although this 19.2 percent is far from a majority, it is significant to find that their internship experience was meaningful and helpful enough to enable them to secure a position for which they aspired. This does not mean the other participants failed in their assignment. Rather, personal objectives, opportunities, or previous committments may have prevented a change. It does suggest, however, that an internship can be instrumental for an advancement or change of position when the individual makes himself available for the opportunity when it arises.

Within the composite figures of Tables I and II are those who were a part of the industry or business exchange plan. One of the participants (from business) is noted at "Other" in Table I. The other person (from industry) is included in the "Unrelated to Vocational Education" category. Both interns did exchange positions with a full-time teacher. Each of the four involved performed the duties of his counterpart, and in each case, the performance was exceptional and the managers and supervisors were enthusiastic.

With regard to the participants from the private sector, they resumed their former positions after the internship. Because so much depends on the individuals involved and business and employment

conditions, it cannot be assumed their transition to teaching has been enhanced by the internship. The intern in business chose to remain in business, although he indicates he will be a much stronger supporter of vocational education in the future. The participant from industry desired a teaching position, but was unable to secure a position. He returned to industry, was promoted, and advanced in salary as his company became more aware of him. In each instance the individual and vocational education is stronger.

In the follow-up study the interns were asked to express the value of the overall experiences of the internship to their present position. This is detailed in Table III.

Table III. -- Value of Overall Experiences of the Internship at Current Position

Item	Responses	
	Number	Percent
Very much related	11	42.3
Related, but applicable less then 50% of the time	5	19.2
Valuable, but unrelated	3	11.5
Of little or no value	0	0.0
Not applicable	7	27.0
Total	26	100.0

When reviewing the objectives of the Professional Internship (described in Chapter I), it is reassuring to find that eleven, or 57.8 percent, of the participants who are now employed found that

their internship experiences were very much related to their present jobs. In addition, another five, or 26.4 percent of those now employed, found the experiences related, but useable less than 50% of the time. This suggests the internship is timely and relevant to the training of the majority of the participants in their chosen roles in vocational and technical education. Of the three, or 15.8 percent of those employed, who stated valuable, but unrelated to their present position, they also pointed out they were in industrial production jobs where they were unable to apply, at present, the knowledge they had received. As previously, the full-time students were unable to make an assessment.

Table IV shows the participants responses in rating the value of the internship experiences to later involvements.

Table IV. -- Value of Internship Experiences to Later Involvements

Item	Responses	
	Number	Present
Very useable in many situations	14	53.8
Useable in some situations	9	34.7
Seldom useable	2	7.7
Of no benefit	1	3.8
Total	26	100.0

A majority found the experiences useable to some degree. A total of fourteen, or 53.8 percent, found the experiences very useable, while nine, or 34.7 percent, found them useable in some

situations. Two individuals found the experiences seldom useable, and one said they were of no benefit. This would imply again that the objectives of the Professional Internship are being met by providing satisfying preparation for these individuals who are pursuing careers in vocational and technical education.

Table V indicates participant responses when noting the percent of their experiences that were re-enforcement of classroom instruction.

Table V. -- Percent of Experiences Which Re-enforce Classroom Instruction

Item	Responses	
	Number	Percent
None	4	15.4
10%	6	23.1
20%	3	11.5
30%	5	19.2
40% or more	8	30.8
Total	26	100.0

Results are not as clear cut as in preceding tables. The responses ranged from six, or 23.1 percent, who saw only a ten percent re-enforcement of classroom instruction to eight, or 30.8 percent, who saw a forty percent or more re-enforcement of their classroom instruction. Implications from this table are difficult to determine because of the wide range of responses and the many varied types of internship experiences in the program. It was not

the purpose (nor within the scope) of this study to measure the teacher training objectives of the University, but it is worthwhile to note that the interns were relating theory and practice, and that repetition would be a desirable aspect of their education.

The extent of experiences not obtainable in the classroom was of prime interest in this study. Table VI represents participants' expressions of experiences not duplicated in the classroom.

Table VI. - Percent of Experiences Not Duplicated in the Classroom

Item	Responses	
	Number	Percent
100%	7	27.0
75%	12	46.1
50%	5	19.2
25%	2	7.7
None	0	0.0
Total	26	100.0

As the table depicts, all of the interns were involved in some experiences not duplicated in the classroom. The largest group, twelve or 46.1 percent, reported that at least 75% of their experiences were not duplicated in the classroom. The next largest group, seven or 27.0 percent, reported no duplication in the classroom. With this large number indicating such a high percentage of experiences not duplicated in the classroom, this would suggest that

"learning by doing" has enriched their education beyond their former training, illustrating that an internship can be a method of improving their preparation for their chosen professional roles. This is very much a part of the Professional Internship objectives previously identified.

Further reflections by the interns were sought relative to future implications they saw for themselves as a result of the internship. This is shown in Table VII.

Table VII. - Future Implications Resulting from the Internship

Implication	Yes Responses		No	
	Number	Percent	Number	Percent
Salary Increase	15	57.7	11	42.3
Advancement in position	19	73.0	7	27.0
Increased job performance	24	92.3	2	7.7

The majority of responses to each item was favorable. Increased job performance received the most favorable responses, numbering twenty-four, or 92.3 percent, of the participants. Advancement in position was forecast by nineteen, or 73.0 percent, of the interns. The least favorable responses of this group (but still a majority) was the anticipated salary increase following the internship. On this item, fifteen or 57.7 percent, expected an increase to result. Since the data gained from these responses were opinions about the future that might not be realized, no conclusion should be assumed.

However, it indicates most of the participants consider the experiences as beneficial to them. Thus, they expect greater rewards from higher achievement.

Each intern upon completion of his internship was appreciative of the opportunity to have been a part of this project. They also had feelings about personal gain during the quarter's experience. An attempt was made in this study to see if this attitude toward personal gain had changed in the intervening time since the internship. Table VII shows the responses.

Table VIII. -- Attitude Change of Personal Gain After the Internship

Response			
Yes	Percent	No	Percent
11	42.3	15	57.7

As noted in the table, eleven or 42.3 percent said Yes, it had changed, while fifteen, or 57.7 percent said No. The purpose of this question was to have each participant reflect back upon his experiences and be more specific. All responded with some statement. Most frequent comments about personal gain are shown as follows:

Comment	Number Responding
More beneficial then expected	4
Extremely valuable and satisfying	8
Gained new knowledge	2

These comments, specific in nature, appear very consistent with the data revealed by Table IV, i.e. the internship produced satisfaction, was beneficial and extremely valuable, and new knowledge was gained, thus providing a useful preparation for their roles in vocational and technical education.

Each of the participants was asked, "Would You Recommend to Others the Internship Method of Gaining New Educational Experiences?" Responses were unanimous (or 100 percent) in favor of recommending it to others. Again, to test the reliability of previous responses, the participants were asked to comment why they responded as they did. Most made at least one statement. Below are shown the most frequent comments.

Comment	Number Commenting
1. Many experiences are not normally duplicated in the classroom.	9
2. Will gain a greater appreciation for and an awareness of real life problems.	8
3. More practical then classroom instruction only.	7
4. Importance of daily interpersonal relationships will become sharply focused.	3
5. Better "rounding out" of the individual will result.	3

The preceding comments all reflect upon the information in Tables III and IV and are consistent with the data shown. This again appears to re-enforce the viewpoint of the interns that the experiences improved their career preparation in a manner not otherwise available to them.

Additional comments were solicited from the participants. They were asked to comment upon any aspect of the internship. Most frequent comments are listed below.

Comment	Number Commenting
1. The internship should be offered after more applicable classroom instruction.	8
2. More credit hours should be granted.	8
3. The internship should be offered to as many individuals as possible.	6
4. Very appreciative of the opportunity to participate in the program.	4
5. The internship program should be the subject of a seminar.	4
6. The intern should be paid.	3
7. Make few changes as the internship program is very successful	3
8. Better orientation of the sponsor and the intern should be considered.	2
9. The intern should be allowed more "hands on" activity during the internship.	2

The first comment seems to indicate the interns feel classroom instruction about vocational education should precede the actual on-the job experience or internship. This comment is typical of the practices of Rutgers, The State University (22) and other as previously noted. The other comments mentioned by the interns relate to practices of the internship. Directors of the Professional Internship Program and future directors of similar programs should consider these constructive comments in evaluating their own practices and institute changes to the benefit of all concerned.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to follow-up the twenty-seven participants of the State Professional Development Program Internship conducted by the Department of Vocational Education at Colorado State University. The information solicited from the participants was to be used for evaluation of the program as practiced for implications that the objectives for an improved method of teacher education for the participants had been achieved. A further objective of the study was to determine procedures for conducting a follow-up study of participants of a professional internship.

A research of the literature by the writer revealed the internship procedure of "learning by doing" has a firm and long standing base of development, beginning with the guilds and apprenticeship practices of centuries ago. This process was brought to America by the colonists and continues in modified forms today. High schools and colleges have used the concept in cooperative education programs.

The study of medicine has adapted this concept successfully for professional training. Professional development of administrators in education has seen much research and application in universities in recent decades. Vocational and technical education is now beginning to apply this concept for improved presentation of individuals seeking career in administration and supervision and full-time teaching.

Many follow-up studies have been conducted in vocational education. Principally, these have been studies of graduates of programs designed to train them for entry level jobs at the technician level or below. Little was available, however, in the literature to guide the writer toward a follow-up study specifically applicable to a professional internship in vocational education. For the most part, therefore, the writer was forced to develop procedures adapted from other studies, and to determine objectives from within the framework of the State Professional Development Program Internship.

Data was gathered by questionnaires completed by twenty-six of the twenty-seven participants in the internship program conducted at Colorado State University during the two years 1970-71 and 1971-72. Data was personally tabulated and presented in both table and descriptive form. Analysis was interpreted, discussed, and compared to the objectives identified in the original proposal for the Professional Internship.

Conclusions

The Professional Internship Program as practiced by the directors has indeed been successful from the viewpoint of the participants.

Implications are strong that the objectives of providing improved preparation for career aspirants in vocational and technical education were achieved.

Most of the twenty-six respondents have remained within Colorado and continue to pursue careers in vocational and technical education. Three of the participants have accepted roles in administration and supervision, positions new to them that followed the internship. Five of the former interns made personal contacts during their internship which directly resulted in their accepting employment within the same firm, agency, or institution where they interned. This would seem to suggest a combination of factors such as proper student selection, an opportunity that existed at the training station, and the ability of the participant to perform. The internship program, a vehicle for exposure of the intern, should also be considered a major influence.

All of the participants indicated beneficial experiences, although to varying degrees. Factors affecting the derived benefits could have been previous background, personal objectives for attainment of experiences desired, additional academic load outside the internship, and enthusiasm of the supervisor in working with the intern. The directors of the program foresaw the factors and attempted to blend them to maximize the benefits. As a result, a sizable majority placed a high value on their experiences, expressing such statements as "more beneficial than expected", "extremely valuable and satisfying", and "gained new knowledge".

A blending of theory and practice was noted by the interns. Some indicated that all of the experiences were different than what they had seen in the classroom, while a majority (seventeen, or 65.3 percent) gave responses that 50 percent ot 75 percent of the experiences were not duplicated in the classroom. Among most frequent comments by the interns were "many practical than classroom instruction", and "better 'rounding out' of the individual". These comments and the figures above were consistent in indicating that the internship did provide improved preparation for the participants. This information is of prime importance to those who formulated the original concepts of the State Professional Development Program Internship.

The participants also made indications of future possibilities that were created as a result of the internship. Increased job performance and advancement in position were considered possible by a sizable majority of the interns. A salary increase was also expected by a sizable majority, although convictions were not as strong in this instance. Although conclusions on expected outcomes can seldom be made reliably, it does show that the participants consider the internship experience beneficial to their future.

Implications

1. The internship can assist an individual in job placement where an opportunity exists.

2. Many valuable experiences can be obtained on-the-job through an internship that are not obtainable in the classroom.

3. Prior classroom instruction is important to those who seek experiences through an internship.

4. The internship method is timely and relevant training for those seeking careers in vocational and technical education.

5. Most internship participants highly value the experiences obtained by this method of improved training.

Recommendations

1. An internship program should be instituted where possible by teacher training colleges and universities to supplement the education of graduate and undergraduate students.

2. In-service teachers should be encouraged to use the internship method to receive further industrial or business on-the-job experience in the specialty.

3. In-service teachers who aspire to careers in administration and supervision should utilize the internship method to explore the possibilities of this career.

4. Further approaches should be made to business and industry to enlist individuals who would enter full-time teaching as a career and thereby blend their work experience with the teaching profession.

APPENDIX

Appendix I - Interns and Sponsors

INTERNS
1970 - 1971

NAME	LEVEL	SPONSOR	SUPERVISOR	DATES	SERVICE FIELD
Bengtson, Carol Dean	*Graduate	State Board for Community Colleges & Occupational Ed.	Charles Johnson	3/29-6/4	Vocational-Technical
Boddy, Robert	**Undergraduate	Hewlett-Packard, Inc. Colorado Springs	Lew Reimer	2/8-4/3	Trade & Industrial
Delzer, Christian	Graduate	OE-Dept. HEW Region VIII	Leroy Swenson	3/29-6/4	Vocational Adm. & Supervision
Jansen, Duane G.	Graduate	State Board for Community Colleges & Occupational Ed.	James Wilson M. G. Hunt	3/29-6/4	Vocational Adm. & Supervision
Kochenash, Anthony	Graduate	Denver Community College West Campus	Howard Davis	3/29-6/4	Vocational Adm. & Supervision
Leo, Joseph	Undergraduate	Otero Junior College	Jack Stoddard	3/22-6/4	Vocational-Technical
Martin, Delbert	Graduate	Denver Community College North Campus	Donald Mankenberg	3/29-6/4	Vocational Adm. & Supervision
Parthum, Mary Ann	Graduate	Denver Public Schools	Elinor Gower	3/29-6/4	Vocational Adm. & Supervision
Pope, Richard	**Graduate	Widefield High School	Rudy Legleiter	2/8-4/3	Vocational-Technical
Quinn, Reuben	Graduate	State Board for Community Colleges & Occupational Ed.	Don Goodwin	1/4-3/12	Vocational-Technical
Ross, George	Undergraduate	Aqua Tec Corporation	Len Haferman	1/6-3/19	Vocational-Technical
Scarborough, Margaret	Undergraduate	State Board for Community Colleges & Occupational Ed.	Marianne Boettner	1/6-3/12	Vocational-Technical (Health Occupation)
Sechrist, Dwight Lewis	Graduate	Denver Tool Crib	Russ Overgard	3/22-6/4	Vocational-Technical

* Was undergraduate at the time of agreement.
** Participated in industry-education exchange program.

INTERNS
1971 - 1972

NAME AND LEVEL	SPONSOR	SUPERVISOR	DATES	SERVICE HELD
Atkins, Gary Undergraduate	Widefield High School, Security	Rudy Legleiter	3/13-6/2	Business & Office
Brown, Peggy Carol Graduate	Community College of Denver (North Campus)	Pohle H. Wolfe	9/13-12/10	Home Economics
Hail, Jerry Undergraduate	Emily Griffith Opportunity School (Denver Public Schools)	Calvin C. Walcott	4/3-6/8	Vocational Technical
Jurecki, Frank E. Undergraduate	International Business Machines	Ben C. Long	1/3-3/17	Vocational-Technical
Kochenash, Christina Undergraduate	Richard J. Schilling, D.D.S.	(same)	3/27-6/2	Vocational-Technical (Health Occupation)
Langdorf, Jr., George W. Undergraduate	Buck Engineering, Inc.	Willis E. King	1/3-3/17	Vocational-Technical
Martin, Horace Graduate	Hewlett-Packard, Inc.	Don Carlson and Joseph Conrad	11/29-2/11	Vocational-Technical
Miller, Ronald E.	East High School (Pueblo)	Curtis E. Phillips	3/27-5/26	Distributive Education
Mitchell, Lynn Graduate	Metropolitan State College	Dr. Lonnie Holmes	3/23-6/8	Vocational Technical
Pretti, Daniel	CF&I Steel Corporation	William R. Anderson	3/27-5/19	Business & Office Ed.
Riggenbach, Frank Graduate	Community College of Denver (West Campus)	Don Lindahl	3/27-6/8	Vocational-Technical
Smith, Hoyt J. Undergraduate	Community College of Denver (North Campus)	Ralph Duncan	1/3-3/17	Vocational-Technical
	Hewlett-Packard, Inc.	Don Carlson and Joseph Conrad	3/27 6/2	Vocational-Technical
Sollie, Allice J. Graduate	Colorado State University	Dr. Mary Helen Haas	9/29-3/10	Home Economics
Workman, Ervin D.	Mr. Steak, Pueblo, Colorado	Lynn Robinson	3/27-5/26	Distributive Education

Appendix II - Questionnaire

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

FOLLOW-UP STUDY

INSTRUCTIONS: Please respond to each item by checking the response you feel is most appropriate for each item. NA (not applicable) may be checked if you are a full-time student. Disregard the numbering system in parentheses which is for tabulating purposes.

1. Current position in vocational and technical education.

   ☐ (1) Full-time teaching
   ☐ (2) Administration and supervision
   ☐ (3) Education training in business or industry
   ☐ (4) Unrelated to vocational and technical education
   ☐ (5) Other (please detail) _____

2. Are you employed (or were you employed following your internship) in a position similar to or related to your internship?

   ☐ (1) Yes
   ☐ (2) NA
   ☐ (3) No

3. Is your present position (or any subsequent position) within the same firm, agency, or institution in which you interned?

   ☐ (1) Yes
   ☐ (2) NA
   ☐ (3) No

   If YES, do you feel it was a result of the internship?

   ☐ (4) Yes
   ☐ (5) No

4. If your position has changed since your internship, did the internship afford you personal contacts leading to your present position or to subsequent positions?

   ☐ (1) Yes
   ☐ (2) NA
   ☐ (3) No
   ☐ (4) Position is unchanged

5. Considering the position you now hold (or positions held following your internship), how would you rate the <u>overall</u> experience gained from your internship?

- ☐ (1) Very much related to my later position(s).
- ☐ (2) Related, but applicable less then 50% of the time.
- ☐ (3) Valuable, but not related to my position(s).
- ☐ (4) Of little or no present value.
- ☐ (5) NA

6. Please rate the knowledge gained by you during the internship that assists you in problem solving at your present position or in involvements since your internship.

- ☐ (1) Very useable in many situations.
- ☐ (2) Useable in some situations.
- ☐ (3) Seldom useable.
- ☐ (4) Of no benefit.

7. Considering your formal college classroom instruction versus your internship experiences, what percentage of the experiences were meaningful reenforcement of your classroom instruction?

- ☐ (1) None
- ☐ (2) 10%
- ☐ (3) 20%
- ☐ (4) 30%
- ☐ (5) 40% or more

8. Considering your formal college classroom instruction versus your internship experiences, what percentage of the experiences were <u>not</u> duplicated in the classroom?

- ☐ (1) 100%
- ☐ (2) 75%
- ☐ (3) 50%
- ☐ (4) 25%
- ☐ (5) None

9. Because of your internship experiences, do you now see for yourself future implications for the following:

A salary increase?

- ☐ (1) Yes
- ☐ (2) No

An advancement ir position?

- ☐ (3) Yes
- ☐ (4) No

Increased performance on the job?

- ☐ (5) Yes
- ☐ (6) No

10. In retrospect, has your attitude of personal gain toward your internship changed during the intervening time?

☐ (1) Yes
☐ (2) No

Please comment _____

_____

_____

_____

11. Would you recommend to others the internship method of gaining new educational experiences?

☐ (1) Yes
☐ (2) No

Why?_____

_____

_____

12. Your comments about the internship are earnestly solicited and will be much appreciated. You might reflect on how you could be better prepared for the internship, what courses could be offered that would re-enforce the internship experiences, needless duplication that occurred between the classroom and internship, more credit hours for the internship, or any subject you deem important to improve the internship.

_____

_____

_____

_____

_____

(If you desire, make additional comments on the back of this page.)

Thank you for your cooperation. Please return this form in the self-addressed stamped envelope to:

Ralph H. Green
Department of Vocational Education
Colorado State University
Ft. Collins, Colorado 80521

Appendix III -Letter of Transmittal

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

DEPARTMENT OF VOCATIONAL EDUCATION

Dear

As a part of the continuing research effort at the University, your cooperation is earnestly requested. A study of the State Professional Development Program Internship in which you were a part is now underway. Your experiences since your internship, as they relate to your internship, are of extreme interest to us and a very important input to the study.

I hope you will take about twenty minutes of your time when convenient and complete the enclosed form. Please be as candid as possible to reflect your feelings. All information is for research and will remain confidential. The data will be reported in summary form. Should you desire a summary of the follow-up study, please let me know.

Please return the form in the enclosed addressed and stamped envelope as soon as convenient.

Best wishes for continued success!

Sincerely yours,

Ralph H. Green, Assistant Director
State Professional Development
Program Internship

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REFERENCES CITED

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APPENDIX C

INTERNS AND SPONSORS -- LETTERS CONCERNING PROJECT

Fort Collins, Colorado
July 26, 1971

Dr. Milton E. Larson
Prof. of Vocational Education
and Internship Project Director
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

I want to take this opportunity to thank you and those responsible for the development and administration of the Professional Development Internship Program for allowing me to be a part of your project. I consider my internship with the State Board of Community Colleges and Occupational Education to have been one of the most rewarding educational experiences of my career.

I feel that there is no substitute for the real life experiences that I was able to gain during the internship. I am most appreciative of the time and effort put forth by the State Staff to enable me to have a variety of experiences and to be exposed to the total operation of the State Board. Under the sponsorship of Mr. James Wilson and Dr. M. G. Hunt I was able to work with the Staff on a handbook for the administration of vocational programs. This handbook served as an excellent tool to help me learn the total operation of the various branches of the State Board and also for me to interact with all levels of personnel. In addition to working on the handbook, I was able to attend various conferences, visit several schools, and observe the staff in operation on a daily basis.

I hope that others will be able to have similar experiences with the State Board and will be extended the same professional guidance and encouragement that was given to me. Again, thank you for making this experience available to me.

Sincerely yours,

Duane G. Jansen

Duane G. Jansen

WIDEFIELD HIGH SCHOOL
615 WIDEFIELD DRIVE
SECURITY, COLORADO 80911

HONOR HUMANITY

May 26, 1972

Dr. Larson;

The opportunity to participate in the Intern Program has produced the following benefits;

1. New methods, procedures, processes, etc., to implement instruction of Data Processing, were provided by the Intern Program.

2. The program added more depth to my background for teaching the new applications of Data Processing.

3. It showed how instruction for Data Processing should change to keep pace with the new techniques and applications of Data Processing.

The above benefits would not have been learned or understood as well without the "on the job training" provided by the Intern Program.

Cordially yours,

Daniel J. Pretti

Daniel J. Pretti
Instructor Data Processing
Widefield High School

Christina Kochenash
2 A Aggie Village
Fort Collins, Colo. 80521

June 5, 1972

Dr. Milton E. Larson
Director
Internship Project
Vocational Education Department
Colorado State University

Dear Dr. Larson:

Thank you very much for the opportunity to participate in the internship program. The experience I had in Dr. Schilling's dental practice was valuable, especially since I have not worked as a dental assistant for years and methods and materials are changing constantly.

My internship followed the training plan developed by Dr. Schilling closely during the first week. Duties mentioned for the second, third, and fourth week were accomplished during the second week. Dr. Schilling felt after this time that I was familiar enough with office management and procedures and should move on to operatory and laboratory duties scheduled for the fifth week and thereafter. By the end of the fourth week I was performing almost every duty in the practice except four handed dentistry. The number of such cases was limited and it was not unusual to have days with only one or two scheduled. If time permitted I would observe when not assisting. During the eight and ninth week we had a substitute

dental assistant to replace a permanent one who was on vacation and this time I had more opportunity to work four handed with Dr. Schilling and became much more confident in anticipating his methods.

In general procedures such as chairside assisting, laboratory techniques, office management and procedures, and roentenography I feel that I had the best updating I could have found and I know that because of this experience I will be able to do a better job in teaching .

Thank you again for letting me be a part of this internship.

Sincerely,

Christina Kochenash

Christina Kochenash

June 8, 1972

Dr. Milton E. Larson
Professor of Voc Tech Ed.
Director, Internship Project
Colorado State University
Fort Collins, Colorado 8-521

Dear Dr. Larson:

During Spring Quarter 1972, I was fortunate enough to serve on internship in the Mechanical Engineering Technology Department under Dr. Lonnie A. Holmes, at Metropolitan State College in Denver, Colorado. This was the most meaningful vocational technical education experience that I have had, especially since I had had no formal classroom contact.

Several of the more important things I learned or was exposed to are: Politics play a very important role in the educational institute; higher administration can strangle your programs; Teachers are becoming more and more dissatisfied with their roles; Every classroom presents a different situation even if it is the same subject taught at supposedly the same level; Every student is an individual and must be recognized as such; Personal prejudices play a role in what you as a teacher do; More importantly, I learned that I had good rapport with the students and faculty. I had little or no problem preparing or giving my lessons, and I became involved with many aspects of teaching I did not know existed.

Thank you for the opportunity to serve this internship.

Sincerely,

Lynn L Mitchell

Colorado Home Economics Association

June 10, 1971

Dr. Milton E. Larson
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Thank you very much for making an internship possible for me at the Denver Public Schools administration. It has been a most worthwhile experience and has certainly given me factors to consider for my career future.

It should be interesting for you and Mr. Green to visit the various places where interns have been placed. It seems that everyone is feeling the squeeze of budgets, accountability, and the need for improved public relations, especially to legislators.

Enclosed is a Newsletter from the Vocational Education Department in the Denver schools. I have checked the articles I contributed.

I had occasion to meet with Mr. Pohle Wolfe at Community College and saw a comprehensive breakdown for food service skills that was done by Del Martin. They were pleased and I was most impressed.

Welcome back from your vacation! I will look forward to seeing you when I am back in Fort Collins. I am teaching a CSU class in Denver the week of June 14-18, so will not be taking classes on campus. I am involved also with the American Home Economics Association Convention in Denver June 28-July 3.

Sincerely,

Mary Ann

Mary Ann Parthum

encl.

1615 Mulberry Street
Fort Collins, Colorado
April 1, 1971

Dr. Milton E. Larson, Director, Internship Project
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Winter quarter 1971 I had the opportunity to participate in an internship program at the State Department of Community Colleges and Occupational Education, MDTA Division, under the supervision of Mr. Don Goodwin. During the ten week period I acted as a coordinator for the many different referral projects associated with MDTA and WIN. In this position I was associated with several different aspects of the programs: financing, curriculum, referrals, placements, follow-up and auditing.

This internship was particularly valuable to me because it allowed on the job experience in several areas of vocational education. Contact with federal, state and private employees allowed frequent professional interaction. Undoubtedly, one of the most valid results of the program was the learning experience provided by on the job situations.

The one suggestion I have concerns available time of the student. Consideration should be taken concerning the academic load carried and the computing distance. I feel a six hour day or thirty hour week would be sufficient in many cases.

I would like to thank you and the department for granting this internship to me. I feel it will be the highlight of my master's program because of the valuable experience I gained while participating in the program.

Sincerely,

Reuben L. Quinn

405 Alpert Street
Ft. Collins, Colo. 80521
March 26, 1971

Dr. Milton E. Larson
Director, Internship Project
Colorado State University
Department of Vocational Education
Fort Collins, Colorado 80521

Dear Dr. Larson:

Trying to write a brief letter commenting on my recent internship experience is rather difficult. In my mid-quarter report I tried to emphasize how pressed I felt time-wise and financially. To work from 8:30 A.M. until 5 P.M. five days a week plus three hours of travel time is hardly equitable to the alloted six acedemic credit hours. Those of us who pay out-of-state tuition to come to Colorado State University to receive our education feel compelled to accumulate more than six hours a semester. To justify my out-of-state tuition, I carried an additional nine hours. As can be expected, the work on the additional three classes suffered. I'm sure we all understand fifty-nine weekly hours (in attendance) to say nothing of the extra study hours involved is more than any student can successfully cope with.

Speaking to the learning aspect of the internship, I would be hard-put to recall when I have had an opportunity to absorb as much new information. Much of my weekend study time was spent writing to sources of reference material that I'm sure I'll use in my future endeavors. My daily and weekly critical incidents reflect the wide scope of activities in which I participated. With the exception of my immediate associate, I found working conditions conducive to good learning.

I would suggest that the individual to whom the student is assigned be fully briefed as to the educational background and the working experiences of the intern assigned them, before agreeing to the student's participation. The supervisor I was assigned to certainly felt that an undergraduate with no formal classes in administration was in no position to understand the responsibilities and functions of the position. Since both of us were mature ethical individuals we assumed our appropriate roles without outward hostility, but since their was a lack of covert rapport the experience put much strain on both of us.

I sincerely hope I was able to convey the admirable vocational concepts that I have learned at Colorado State University to the people I associated with during my internship. Thank You for permitting me this learning experience.

Sincerely,

Margaret Scarborough

Margaret Scarborough

CF&I STEEL CORPORATION
P. O. BOX 316
PUEBLO, COLORADO 81002

May 22, 1972

Dr. Milton E. Larson
Professor of Vocational Education
Department of Vocational Education
Colorado State University
Ft. Collins, Colorado 80521

Dear Dr. Larson:

Subject: Internship - Mr. Daniel Pretti

Enclosed is our final evaluation form regarding the internship of Mr. Dan Pretti.

We feel the program has been of benefit to CF&I Steel, and trust the purposes and aims of your program were also served.

Sincerely yours,

W. R. Anderson, Director
Management Information Services

WRA:JHP:lc

Copy to: D. B. Cool
J. W. Gagliano

LELAND B. LUCHSINGER
President

COMMUNITY COLLEGE OF DENVER
WEST CAMPUS
1209 QUAIL STREET
DENVER, COLORADO 80215
TELEPHONE: (303) 238-7531

COLLEGE COUNCIL
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Adams County
RICHARD W. WRIGHT
Denver County

June 10, 1971

Dr. Milton E. Larson
Professor of Vocational Education
Colorado State University

Dear Dr. Larson:

In a few words, the opportunity to work with Mr. Kochenash was great. This experience gave me a chance to assess some of the "roles" within my position. As a result, I have been able to crystalize some of my thoughts and to approach my duties with renewed interest.

Several thoughts have occurred to me regarding the pilot internship project. One of the main concerns should be a better idea of the intern's background. This combined with the knowledge of the content of his doctoral program might allow us to fill in more of the "weak" spots. Possibly an interview with the student before a training plan is developed would be beneficial.

Another area which might be looked at is the timing of the internship. Often, within the time restrictions, an intern might initiate some item and never know the results of his efforts. Possibly, carrying over the internship into a second quarter would help.

Lastly, I feel that it is very important that the intern teach a course. Within a Community College, the student characteristics are so varied and different from students in other institutions that to understand the entire set of circumstances, a person must have basic contact with the student body.

Again, the experience was a good one, and I hope that we will be able to participate in the future. I hope this helps in your evaluation. Thank you.

Sincerely,

Howard R. Davis

Howard R. Davis
Director, Business and Management Division

HRD/mlm

DENVER PUBLIC SCHOOLS
HOWARD L. JOHNSON, Superintendent

EMILY GRIFFITH OPPORTUNITY SCHOOL
1250 WELTON STREET / DENVER, CO 80204
BYRON E. GRABER, Principal

June 19, 1972

Dr. Milton E. Larson
Professor of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

It is a pleasure for me to provide a response to your request of May 31, concerning the internship project.

The arrangement, involving Mr. Frank Riggenbach and Mr. Jerry Hale which seemed rather complicated while in the planning stages, worked very well to the advantage of both men as well as the Opportunity School.

Mr. Hale filled in very nicely as an instructor in our electronics program. We intend to continue to utilize his services as an instructor as the need exists within the program.

As you know, Mr. Cal Walcott, Coordinator of Technical Subjects, supervised the work of Mr. Hale quite closely and would be able to provide evaluation information which you may request.

Thank you for your effort on behalf of both of these men. If I can be of further assistance, please feel free to call on me.

Sincerely,

Byron E. Graber

Byron E. Graber
BEG:vt

HEWLETT hp PACKARD

LOVELAND DIVISIONS · P. O. Box 301, Loveland, Colorado 80537, Telephone 303 667-5000

April 13, 1972

Dr. Milton E. Larson
Professor of Vocational Education
and Director of the Intern Project
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

In response to your letter of April 5, I would like to comment briefly on our participation in the Intership Program. As you are aware, we have completed one intern in the program and are presently in the process of working with a second intern. Our experience to date has been very good.

The first intern proved to be capable enough that we have given him full-time employment for the duration of his educational program toward his Master's degree. This is not to be construed as a full-time permanent position, because our objective in participating in your program is to provide better instruction through better instructors in the vocational schools. However, in this case we were able to offer employment that would be compatible with his continuing education. We have, therefore, started him full-time for the next year and a half to two years, whatever it takes to finish his Master's degree. At which time, it is our hope that he will be able to place himself in an accredited vocational school and offer a higher degree of instruction to the students of that school.

At this point the second intern is performing very well. Although the reports I have received have been brief, it appears thus far that we will again enjoy good success with the program.

It has been our pleasure to participate in this program to this point; and if business continues

to improve, we might be able to participate again in the 1972-73 school year.

Thank you very much for your help in the program. I look forward to working with you in the future.

Sincerely yours,

HEWLETT-PACKARD COMPANY

Gale C. Hamelwright
Personnel Coordinator

GCH/lt

JOHN A. LOVE, GOVERNOR

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

207 STATE SERVICES BUILDING • 1525 SHERMAN STREET • DENVER, COLORADO 80203

DIVISION OF
OCCUPATIONAL EDUCATION
MARVIN G. LARSON, DIRECTOR

March 31, 1971

Dr. Milton E. Larson, Professor
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr, Larsen:

I wish to express my thanks for the opportunity to have participated in your Internship Project.

I only hope the internship was as profitable to Mr. Quinn as it was to myself and my staff.

The only suggestion I have for changes is that some provision for in-state travel and per-diem allowances be made available to the intern. It was impossible for us to project accurately the rural dilemma in vocational education and serving the needs of the rural "disadvantaged". An on-site visit of several days would have exemplified the situation.

Thank you again for the fine opportunity, and we wish you continued success with your program.

Sincerely yours,

Don E. Goodwin

Don E. Goodwin
State Supervisor, MDTA and WIN Programs

DEG:ll

DENVER PUBLIC SCHOOLS
414 FOURTEENTH STREET / DENVER, CO 80202
HOWARD L. JOHNSON, *Superintendent*

DIVISION OF EDUCATION
RICHARD P. KOEPPE, *Assistant Superintendent*

DEPARTMENT OF ADULT, VOCATIONAL, AND PRACTICAL ARTS EDUCATION
CHARLES J. MACKEY, *Executive Director*

June 9, 1971

Dr. Milton E. Larson
Professor of Vocational Education and
Director, Internship Project
Colorado State University
Fort Collins, CO 80521

Dear Dr. Larson:

My experiences while working with Mary Ann Parthum as an intern were most worthwhile and pleasurable. I hope I was able to acquaint her with many of the responsibilities in the Home Economics office, as well as programs in the junior and senior high schools.

Mary Ann, as I am sure you know, is a natural for an administrative position. She shows fine judgment in her decisions, has a keen intellect, and works smoothly and efficiently with others.

I gained a great deal from her, as she brought new ideas to me and to the program as she made observations in our schools.

I hope you will be able to continue this kind of training for other interns, and if possible, add another quarter. A longer period for training would be beneficial, I believe.

Thank you for giving me the privilege and opportunity to work with you, Mr. Green, and Mary Ann in having such rewarding experiences.

Sincerely yours,

Elinor S. Gower

(Mrs.) Elinor S. Gower, Director
Home Economics

Widefield School District 3
701 Widefield Drive · Security, Colorado 80911 · (303) 392-3481

May 18, 1971

Dr. Milton E. Larson
Professor of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

First of all I want to tell you that it has been a real pleasure to work with you and Mr. Green on the State Professional Development Program Internship.

As I mentioned to you during your visit on April 29th, this program surpassed our fondest expectations. If I may, I will high light some of our feelings regarding this program.

Mr. Pope, took over our Electronic classes without any lost time due to the change of instructors. Our students were able to benefit immediately from the current knowledge Mr. Pope brought with him from industry. He established an excellent learning atmosphere which provided for involvement of all students. Mr. Pope demonstrated a sincere interest in students and provided for them eleven weeks of productive instruction.

Hewlett-Packard also did an excellent job in giving Mr. Boddy every assistance they could in his assignment. They were most accommodating in providing for him a variety of work experiences which will have direct application to his teaching.

While visiting with students, during and after completion of this program, I found them very positive about the educational value they received from this exchange.

We in School District #3 feel that this was a most worthwhile experience. If you have a program similar to this one in the future I hope we will have an opportunity to participate.

I want again to thank you for the opportunity to participate in this program. It was most successful.

Sincerely,

Rudy Legleiter, Director
Vocational Education

RL/mh

METROPOLITAN STATE COLLEGE
250 West 14th Avenue at Civic Center
Denver, Colorado 80204
292-5190

OFFICE OF THE DEAN

June 8, 1972

Dr. Milton E. Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Thank you for your letter of May 31 concerning the pilot internship project. I think similar intern projects can be mutually beneficial.

The project went very smoothly with no major problems. The faculty tell me they would like to continue in this type of cooperation. Their only comment about the student, to me, was that his program seemed to be a bit rigid and suggested a greater degree of flexibility might be desirable.

Please feel free to contact us, and we look forward to working with you in the future on similar programs.

Sincerely,

Gail

Gail J. Phares
Dean, Applied Sciences

ams

OTERO
JUNIOR
COLLEGE

LA JUNTA, COLORADO 81050

June 18, 1971

Dr. Milton E. Larson
Colorado State University
Fort Collins, Colorado 80521

Dr. Larson:

I wish to express my appreciation on behalf of our school and myself for allowing us to participate in the pilot internship project. Dwight Sechrist, our instructor who went to Denver Tool Crib has indicated to me that it has been a very valuable experience for him. He has increased his knowledge in tool grinding twofold and will be indebted for this experience for years to come.

In reference to our intern, Joe Leo, I feel his experience here at Otero Junior College has been most worthwhile. I didn't get to observe him as much as I would have liked to. However, from visiting with students and observing him on occasions, I found him to be a very capable man. I feel he enjoyed his experience very much. The only problem that I had with the project was filling out the forms. Since I was not Joe's immediate supervisor this was a little difficult however, it was no great problem.

Again - thank you for giving us the opportunity to work with you on this project. We would certainly be willing to work with you on future projects to help improve professional staff.

I will be happy to attend the recognition luncheon to be held on Wednesday, July 7 at 12 noon in the Bear Lake Room, Hewlett-Packard Company in Loveland.

Sincerely,

Jack Stoddard

Jack Stoddard
Dean of Occupational Education

JS/jac

JOHN A. LOVE, GOVERNOR

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

207 STATE SERVICES BUILDING • 1525 SHERMAN STREET • DENVER, COLORADO 80203

DIVISION OF
OCCUPATIONAL EDUCATION
MARVIN G. LINSON, DIRECTOR

June 9, 1971

Dr. Milton Larson, Professor
Department of Vocational Education
Colorado State University
Fort Collins, CO 80521

Dear Dr. Larson:

I personally was very pleased with the results of the internship program this last quarter. I feel Mr. Jansen gained a great deal from the experience and we certainly appreciate the contribution he made to our division. The results of his efforts will be felt for a long time.

I am not sure we could provide every intern with a project that would give the depth of insight into the total operation of the Division of Occupational Education as did the Policy and Procedure Handbook, but I am sure that there are many other projects of a similar nature that could be worthwhile experiences for other interns.

It is my opinion that each student in the Administration or Supervisor program could benefit greatly from such an experience at the State level regardless of where he plans to work. I feel that one quarter experience here would be about right in terms of time. Additional experience at the local level would be highly recommended.

It was a great pleasure to work with Mr. Jansen during his stay with us. His personality and attitude made it a delightful and refreshing experience for us all.

Sincerely,

J. W. Wilson

J. W. Wilson, Asst. Director
Program Operations

JWW/lmb

Enc.

Frank Riggenbach
608 Balsam Ln.
Fort Collins, Colorado 80521

July 12, 1972

Dr. Milton E. Larson
Professor of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Having completed my internship at the Red Rocks Campus of the Community College of Denver, it is my pleasure to report to you on what was probably the most satisfying, rewarding and beneficial experience of my career at Colorado State University.

Not only has the internship experience given me an opportunity to put into practice many of the concepts of administration and supervision which were discussed at length in my classes, but also to gain a new perspective on many of the problems involved in supervision of vocational education programs. In addition, since my school experience has been at the local public school level, the choice of an internship at the community college level was, in my opinion, a very wise one, since it gave me an entirely new insight into such problems as facility planning, budgeting, articulation, etc.

I deeply appreciate the help and cooperation I received from you and Ralph Green, and from all the staff of the Community College of Denver, all of which insured the success of the experience. My only hope is that others will be able to enjoy the benefits of such an experience in the future. The advantages to the individual and to vocational education are well worth, many times over, the small investment involved.

Sincerely,

Frank Riggenbach